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ABSTRACT

Part of a larger report on the Four Directions Project, an American Indian technology innovation project, this section includes 13 "pathfinders" to locating information on Native American and other indigenous cultural groups. The pathfinders were designed by students in the Graduate School of Library and Information Science at the University of Texas at Austin in response to specific requests by educators in reservation schools. The pathfinders are bibliographic instructional aids that outline methods to locate information on topics of interest to a particular client. Each pathfinder includes an introduction that describes the nature of the topic, scope of the pathfinder, assessment of client needs, and steps taken in identifying and evaluating relevant resources; an annotated bibliography of 15-25 resources, including print reference works, monographs, indexes, journal titles, electronic resources, and organizations; and the pathfinder proper, a guide to locating resources on the topic. The pathfinders are: (1) "Cheyenne Culture: Pathfinder" (Wade E. Osburn); (2) "Lakota Sioux Pathfinder" (Timothy Bullard); (3) "Introduction to the Maori Culture: A Pathfinder" (Candice Weaver); (4) "Introduction to the Navajo Culture: A Pathfinder" (Jeffrey A. Sewell); (5) "Information on Early Navajo Leaders in the 1800s" (Michelle Beattie); (6) "Introduction to the Oneida Culture: People of the Standing Stone. A Pathfinder" (Rex G. Pyle); (7) "Introduction to Penobscot Culture: A Pathfinder" (Christina Holmes); (8) "Introduction to Potawatomi Culture: A Pathfinder" (Britt A. Johnsen); (9) "Introduction to the Culture of Santa Clara Pueblo: A Pathfinder" (Lisa Bier); (10) "An Introduction to Seminole Culture: A Pathfinder" (Arlene Lucio); (11) "History of Animals in the Seminole Culture: A Pathfinder" (Jeffrey A. Sewell); (12) "Seminole Wars (1815-1900): A Pathfinder. For 6th-8th Grade Students and Their Teachers of the Ahfachkee School, Big Cypress Reservation, Clewiston, Florida" (Jennifer M. Payne); and (13) "Twentieth Century History of the Seminole Indians: A Pathfinder" (Michelle L. Gonzales). (SV)

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Native American Cultural Groups

In: Pathfinders for Four Directions: An Indigenous Educational Model

Dr. Loriene Roy (Comp)

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PATHFINDER

"Cheyenne Culture"

prepared

by

Wade E. Osburn

LIS 382L.3

December 3, 1997

PATHFINDER PREFACE

The topic for this pathfinder is Cheyenne culture: an introduction. The Cheyenne culture, like the culture of any group of people, consists of numerous aspects, such as religious customs, economic conditions, family relations, education, etc. Intertwined with the tribe's culture is its history. This pathfinder will give attention to both.

As an introduction, the pathfinder presents a broad description of the Cheyenne culture without much detail. The paper begins with an introduction to the tribe itself, covering its history, language, and geographic location. The Cheyenne people are Plains Indians, so attention was given in the second section to life as a Plains Indian. From there, the paper explores several aspects of the Cheyenne culture, such as its language, family, and religion. The paper ends with a look at the tribe in the twentieth century, including the population of the tribe, its economic conditions, and art.

Sources for this project were chosen based on two questions: (1) Is the content about the Cheyenne? (2) Does it pertain to their culture? If the answer was "yes," then the source was considered for addition to this paper. Internet and print sources were considered for this project. My work began with searches on the World Wide Web for content under the subject headings, "Cheyenne," "Cheyenne culture," or "Native American Culture." Once these sites were accessed and evaluated, my attention switched to print materials. An online library catalog was helpful in locating items listed under the subject, "Cheyenne."

The Cheyenne people live today in two locations, North and South. For the purpose of this pathfinder, the group was treated as one tribe and not two separate groups. Their similarities

greatly exceed their differences. In only one pathfinder source are the two segments of the tribe treated separately.

The audience for this pathfinder is the student body at the Takini School, a Four Directions participant. Due to the ages of these elementary students, information sources containing technical language were not selected for inclusion. Also, since an introduction to the culture was requested, overly in-depth items were not listed. Essentially, this pathfinder was intentionally designed to be simple, straight-forward, and non-intimidating.

The questions the pathfinder attempts to answer are those considered important to the Native American student user. Some of the questions might be, "What is life like on the reservation for the Cheyenne?" "Are the Cheyenne families similar to my own?" and "What kind of ceremonies do they observe?" If the user is curious about how similar another Indian tribe is to their own, those questions will be answered by this project. Cheyenne family life, their language, and ceremonies are the kinds of cultural topics that students at the Takini School can likely relate to because the same aspects of culture exist in their own community.

BIBLIOGRAPHY

1. Academic American Encyclopedia. Danbury, CT: Grolier Incorporated, 1992. ISBN 0-7172-2064-8

This is a 21-volume encyclopedia intended for junior high readers through adults. It provides quick access to factual information on numerous topics. It includes short entries and illustrations. Its 150+ word entry on "Cheyenne" includes an illustration of a Cheyenne chief and a brief history of the people.

2. Alta Vista. (accessed 17 November 1997); available from http://altavista.digital.com; Internet.

Functioning as an online search engine, this site scans the World Wide Web using key words. With this search engine one can look for exact phrases, such as "Cheyenne culture."

3. Champagne, Duane, ed. Native America: Portrait of the Peoples. Detroit, MI: Visible Ink Press, 1994. ISBN 0-8103-9452-9

This reference work contains information about Native peoples from various geographical perspectives (e.g., Northeast, Southeast, Alaska, California, and Canada). The volume includes discussion about Native North American languages, religion, health, arts, and more. It has an entry for "Native Peoples of Oklahoma" and biographical information on Cheyenne leaders from the past.

4. Champagne, Duane, ed. The Native American Almanac. Detroit, MI: Gale Research, Inc., 1994. ISBN 0-8103-8865-0

This reference work provides factual information about Native American peoples, including chronologies of Native American Indians. The volume explores economic conditions of reservations and cultural areas, subdivided by geographical locations. Regarding the Cheyenne, the work includes information about their art.

5. Chernow, Barbara A. and George A. Vallasi, eds. The Columbia Encyclopedia, 5th ed. New York: Columbia University Press, 1993. ISBN 0-395-62438-X

This one volume adult encyclopedia contains numerous concise entries on a variety of topics, meant for fast reference. Its 300+ word entry of the "Cheyenne" summarizes the history of the tribe, including a brief bibliography of significant works on the Cheyenne people.

6. Cheyenne Indians, An Intro. (accessed 17 November 1997); available from http://www.uwbg.edu/~galta/mrr/cheyenne/index.htm; Internet.

This introductory site to the Cheyenne Indians provides a series of links to topics such as Cheyenne ceremonies, religion, and views of marriage and death.

7. Cheyenne Language Web Site. (accessed 17 November 1997); available from http://www.mcn.net/~wkeman/cheyenne.htm; Internet.

This website provides insight into the Cheyenne culture by providing an introduction to their language. It includes a description of he Cheyenne language and a pronunciation guide for the Cheyenne alphabet.

8. The Cheyenne State of Being. (accessed 18 November 1997); available from http://www.mcn.net/~coyote/chystate.htm; Internet.

This website provides the reader with a list of links that explore various aspects of Cheyenne life and culture. Among the topics explored are life on the reservation, the Cheyenne diet, and how Cheyenne receive their names.

9. Davis, Mary B., ed. Native America in the Twentieth Century. New York: Garland Publishing, 1994. ISBN 0-8240-4846-6

This one volume encyclopedia is alphabetically arranged and includes information about life for Native Americans at present. It has extensive information about numerous tribes and various aspects of their everyday existence. On the topic of Cheyenne, the volume describes the tribe's history, government, and economic development and conditions.

10. Dictionary of Indian Tribes of the Americas, 2nd ed. Newport Beach, CA: American Indian Publishers, Inc., 1993. ISBN 0-937862-28-2

This is an encyclopedic work that provides information on Native American Indian tribes, with entries on Indian language, technology and arts, and social and religious culture. Its entry on the Cheyenne people provides information about the tribe's economy and social and cultural boundaries and subdivisions.

11. The Encyclopedia Americana: International Edition. Danbury, CT: Grolier Incorporated, 1994. ISBN 0-7172-1025-2

This is a 30-volume encyclopedia geared for high school to adult readers, including black and white illustrations. Its 400+ word entry for "Cheyenne Indians" contains information about the tribe's history, organization, and customs and ceremonies, plus a bibliography for further reading.

12. Excite. (accessed 17 November 1997); available from http://www.excite.com/; Internet.

Excite functions as an Internet search engine using key words to locate information on the World Wide Web about subjects such as "Native America" and "Reservations."

13. Grinnell, George B. The Indians of Today. New York: Duffield and Company, 1911. ISBN 0-404-11857-7

This work contains information about life for Indians from the early part of the twentieth century. It describes life for Native Americans on the reservation. It also includes historical information on the Tongue River Reservation in Montana (a Cheyenne reservation).

14. Hirschfelder, Arlene and Paulette Molin. The Encyclopedia of Native American Religions. New York: Facts on File, 1992. ISBN 0-8160-2017-5

This is a reference work that contains brief entries on numerous aspects of Native American religion with a helpful subject index and many black and white illustrations. The work includes information on Cheyenne rituals such as the Spirit Lodge Ritual and the Massaum Ceremony.

15. Hoebel, E. Adamson. The Cheyenne. New York: Holt, Rinehart and Winston, 1960.

This monograph provides an extensive examination of Cheyenne culture. Topics included are ceremonies, family, government, and religion of the Cheyenne.

16. Hotbot. (accessed 17 November 1997); available from http://www.hotbot.com/; Internet.

Hotbot is an Internet search engine that uses keywords to locate websites on the World Wide Web that contain information about innumerable topics. One such topic is "Cheyenne Religion."

17. Hoxie, Frederick E., ed. Encyclopedia of North American Indians. New York: Houghton Mifflin Company, 1996. ISBN 0-395-66921-9

This is an alphabetically organized, one-volume encyclopedia dealing with North American Indians. It covers various Indian tribes and different aspects of North American Indian life and history. This volume offers helpful information about the language of the Cheyenne people, "Language (Algonquian)."

18. Leitch, Barbara A. A Concise Dictionary of Indian Tribes of North America. Algonac, MI: Reference Publications, Inc., 1979. ISBN 0-917256-09-3

This dictionary contains brief entries about Native American Indian tribes, including maps, tribal history, and biographical information. It is arranged alphabetically and contains helpful entries for both the "Northern" and "Southern Cheyenne" tribes.

19. Lycos. (accessed 17 November 1997); available from http://lycos.cs.cmu.edu/; Internet.

Lycos is an Internet search engine that uses keywords to locate websites on the World Wide Web containing information on a variety of subjects. Through this site one can locate exact phrases existing in the content of a website, such as "Cheyenne families."

20. Markowitz, Harvey, ed. American Indians. Pasadena, CA: Salem Press, 1987. ISBN 0-89356-757-4

This is a three-volume reference work that deals with Native American Indian tribes, their culture, and their history. It is alphabetically organized and includes helpful information about Native American political organization and leadership.

21. Moore, John H. The Cheyenne Nation. Lincoln, NE: University of Nebraska Press, 1987. ISBN 0-8032-3107-5

This textbook on the Cheyenne people provides in-depth coverage of the tribe's history and the records preserving that history. Included in this survey is a chapter on "Patterns of Marriage."

22. The New Encyclopedia Britannica, 15th ed. Chicago: Britannica Inc., 1997. ISBN 0-85229-633-0

This is a 29-volume adult encyclopedia with a "micropaedia" for quick reference and a "macropaedia' with broader entries. This encyclopedia is alphabetically arranged with illustrations. Its 400+ word entry for "Cheyenne" includes information about the history of the tribe, its culture and religion, and its tribal organization.

23. Powell, Father Peter J. The Cheyenne, Maheoo's People. Bloomington, IN: Indiana University Press, 1980. ISBN 0-253-30416-4

This is a volume containing biographical essays on a variety of topics pertaining to the Cheyenne Indians, including chapters on the tribe's struggle to preserve their culture. Two topics that receive brief coverage are Cheyenne language and art.

24. Waldman, Carl. Atlas of the North American Indian. New York: Facts on File, 1985. ISBN 0-87196-850-9

This reference work includes maps tracing early Indian history. It contains descriptions of Indian culture, religion, and language. Its maps show reservation locations of Cheyenne tribes.

25. Waldman, Carl. Encyclopedia of Native American Tribes. New York: Facts on File, 1988.

ISBN 0-8160-1421-3

This encyclopedia is alphabetically arranged and contains information on numerous Native American tribes. Its 6 page entry on the "Plains Indians" provides descriptions of life and customs of Plains Indians that include the Northern and Southern Cheyenne peoples.

26. The World Book Encyclopedia. Chicago, IL: World Book, Inc., 1994. ISBN 0-7166-0094-3

This is a general reference encyclopedia for elementary to adult readers, including many color illustrations. Its 125+ word entry for "Cheyenne Indians" contains factual information about the tribe's history, its population and location of current Cheyenne reservations.

27. Yahoo. (accessed 17 November 1997); available from http://www.yahoo.com/search.html; Internet.

Yahoo is an Internet search engine that uses keywords to locate websites on the World Wide Web that deal with a variety of subjects, such as "Cheyenne."

This bibliography was formatted using the guidelines found in Kate L. Turabian's A Manual for Writers of Term Papers, Theses, and Dissertations, 6th ed. Chicago: University of Chicago Press, 1996.

CHEYENNE CULTURE:
A Pathfinder

As a Native American young person, you are familiar with the culture of the tribe you are a part of. You are undoubtedly aware of the ceremonies, religion, family relations, language, political organization, and customs of your particular tribal group. What about the Cheyenne? How much do you know about their customs and culture? This pathfinder is designed to give you a short introduction to the culture of the Cheyenne people.

Where did the Cheyenne come from and where are they now?

American Indians edited by Harvey Markowitz. Pasadena, CA: Salem Press, Inc., 1995. Pages 158-160 of this work answers this question by tracing the history of the Cheyenne people, detailing how large the tribe is today and where their reservations are located.

The New Encyclopedia Britannica Chicago, IL: Britannica, Inc., 1997. The "Cheyenne" entry in the third volume of this set will give you some quick information on where they are today.

What was it like to live as a Cheyenne? As a Plains Indian?

Encyclopedia of Native American Tribes by Carl Waldman. New York: Facts on File, 1988. Life on the plains of North America is described in detail on pages 188-193 of this book. If you want to know why the horse and buffalo were so important to the Plains people, what they wore for clothing, and what their dances looked like check out these pages.

Are there really two groups of Cheyenne: Northern and Southern?

Encyclopedia of North American Indians edited by Frank E. Hoxie. New York: Houghton Mifflin, 1996. The answer is "Yes." In this book you will find entries for both groups on pages 110-114. All your questions about the differences and similarities between these groups will be answered here.

Where can I find out about Cheyenne. . . .

Language?

Cheyenne Language Web Site: an Internet Web site found at http://www.mcn.net/~wleman/cheyenne.htm. Their alphabet, how you pronounce

the words they speak, it is all here at this handy Web site.

Family?

The Cheyenne by E. Adamson Hoebel. New York: Holt, Rinehart and Winston, 1960. All you want to know and more can be found in the chapter titled "Family, Kindred, and Band" on pages 20-32.

Religious Beliefs?

The Cheyenne by E. Adamson Hoebel. New York: Holt, Rinehart and Winston, 1960. The chapter titled "World View and Religion" on pages 82-89 will fill you in with the details. You will find that the tribe's religion is an integral part of its culture as yours may be to your own tribe.

All the Rest?

Dictionary of Indian Tribes of the Americas, 2nd ed. Newport Beach, CA: American Indian Publishers, 1993. The article on pages 265-271 will fill in all the gaps concerning Cheyenne culture past and present. If you only have time to check one source, look here.

What is going on with the Cheyenne today?

Native America in the Twentieth Century edited by Mary B. Davis. New York Garland Publishing, 1994. This book is one of the best at giving information about all of the Indian tribes, including the Cheyenne. Check out pages 100-103 if you want to find out how many Cheyenne are still around, and what life is like on the reservation today.

The Cheyenne State of Being: an Internet site found at http://www.mcn.net/~coyote/chystate.htm. Finding some current information on the Cheyenne is just a few clicks away on the World Wide Web. Check out this site for updated information on what the Cheyenne eat, what life is like on the reservation, and how Cheyenne receive their names.

The Cheyenne people, as you have likely discovered, are a proud people who are striving to preserve their culture. Important parts of their culture exist in Cheyenne language, family life, economic conditions on the reservations, religion, and a variety of other areas. This pathfinder is intended to be an introduction to the life and culture of the Cheyenne. Hopefully it will also be used as a starting point for future research.

Prepared by Wade E. Osburn

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* * *

Lakota Sioux Pathfinder

Timothy Bullard

Fall 1997

Lakota Sioux Pathfinder

This pathfinder is intended as an introduction to the Sioux-Lakota culture and to help answer questions related to the Sioux tribes. Who are the Sioux? Where do they reside? What are their values and customs? What do they hold sacred? What is their culture and traditions? Where do find materials and information about them?

The Sioux, also called Dakota, Lakota, or Nakota are a North American Plains Indian people, of Siouan linguistic stock. It is customary to identify tribes on the basis of the native languages spoken by them. Today, the language of the Sioux is called Dakota. The name Dakota means "allies" or "friends". The name Sioux, an abbreviation of Nadouessioux means "snakes" or "enemies", a name originally applied to them by their rivals, the Ojibwa. There are three main divisions of the Sioux: Santee, Yankton, and Teton, calling themselves, respectively, Dakota, Nakota, and Lakota. The Santee, or Eastern Sioux, comprised the Mdewkanton,Wahpeton,Wahpekute, and Sisseton; the Yankton included the Yankton and Yanktonai; and the Teton, or Western Sioux, had seven main divisions--the Sihasapa, or Blackfoot; Brulé (Upper and Lower); Hunkpapa; Miniconjou; Oglala; Sans Arcs; and Oohenonpa, or Two-Kettle.

Before the middle of the 17th century, the Santee Sioux lived in the area around Lake Superior, where they gathered fruit and vegetables, hunted deer and buffalo, and fished. Continued and persistent battle with the Ojibwa drove the Santee into southern and western Minnesota; the Teton and Yankton divisions were forced forever from Minnesota onto the Great Plains (in present North and South Dakota), where they stopped their traditional agricultural livelihood and embraced the Plains way of life, which centered on the nomadic hunting of buffalo and other big game.

The Sioux shared many cultural characteristics with other Plains Indian tribes. They lived in tepees and relied on hunting as their mainstay. Men gained standing by accomplishing brave feats in battle; horses and scalps obtained in a raid were evidence of their courage. Warfare and shamanism were closely connected, to the extent that designs suggested in mystical visions were painted on war shields to safeguard the bearers from their attackers. The Sioux practiced an elaborate form of the sun dance, a tribal festival lasting several days during summer solstice. They also incorporated the ghost dance, a mystic messianic ritual calling for the return of the buffalo and their former ways. Their religious order recognized four powers as presiding over the universe, and each power in turn was divided into hierarchies of four. The buffalo figure also had a prominent place in their religion. Among the Teton Sioux the bear was important; bear power obtained in a vision was regarded as curative. The Santee Sioux engaged in a ceremonial bear hunt to protect their warriors before their departure on a raid. Sioux women were skilled at porcupine-quill and bead embroidery bearing geometric designs. Police functions were performed by military societies, the most significant duty of which was overseeing the buffalo hunts. Other groups included dance, dream, shamanistic, and women's societies.

Two of the schools participating in the Four Directions Program, Marty Indian School and Standing Rock Community School, are the intended audience. Both of these schools are K-12 and are located on Sioux reservations. The Marty School is part of the Yankton Sioux tribe and Standing Rock Community School belongs to the Hunkpapa tribe of the Teton branch. Sources were specifically selected if they dealt with these tribes.

The search began with a UTCAT subject search [typing *s Lakota Sioux*]. This produced no relevant records. A new subject search [typing *s Lakota*] returned only a few records on the **Lakota dialect** and two cross references: Lakota Indians, indexed as **Teton Indians**; Lakota language indexed as **Dakota language**. The subject search of Sioux [typing *s Sioux*] finally revealed a cross reference to see **Dakota Indians** with 104 records to access. After viewing many of the subject headings in the bibliographic records, the search was expanded by using related, broader, and narrower Library of Congress subject headings: **Indians of North America--Great Plains**
Siouan Indians
Santee Indians
Yankton Indians

Other subject headings considered: **Dakota literature**
Dakota philosophy
Dakota women
Dakota youth

The search continued to indexes. Indexes consulted using *Dakota Indians* as a successful subject search included: Readers Guide Abstracts, Humanities Abstracts, and Arts & Humanities Citation Index. Using *Sioux* as a subject search in Britannica online and The New Grove Dictionary of Music produced insightful articles. Special care should be taken in spelling of subject access points, some sources add an *h* to produce Dakhota and Lakhota; also the plural form of Sioux is Siouan.

A plethora of information is on the Internet. A search using *Lakota Sioux* on any of the search engines will access thousands of records. There are web pages on learning the Dakota language to buying Dakota art and literature. Scholars and enthusiast have created several excellent Web pages linking Sioux sources together.

Sources listed on the Pathfinder

<1>
The World Book encyclopedia. Chicago: World Book, Inc., 1989.
AE 5 W55 1989 Youth Collection PCL Stacks 6C
An encyclopedia designed especially to meet the needs of elementary, middle, and senior high school students.

<2>
Britannica Online
http://www.eb.com:180/
A fully searchable collection of authoritative references, listing a brief history of the Sioux including hypertext links to related articles.

<3>
Sneve, Virginia Driving Hawk. The Sioux. New York: Holiday House, 1993.
E 99 D1 S6277 1993 Youth Collection PCL Stacks 6C
Identifies the different tribes of the Sioux Indians and discusses their beliefs and traditional way of life.

<4>
Ewers, John C. Teton Dakota, Ethnology and History. Berkeley: U.S. National Park Service, 1938.
970.3 Un3t 1938
Comprehensive work containing information on food, clothing, hunting methods, decorative arts, religion, transportation, language, and periods of history of the Teton Indians.

<5>
Lakota Wowapi Oti Kin.
http://maple.lemoyne.edu/~bucko/lakota.html
From the Anthropology department of Le Moyne College of Central New York, the most inclusive reference page for Lakota Sioux bibliographic information.

<6>
Legends of the mighty Sioux. Chicago: A. Whitman, 1941.
970.6 W939L PCL Stacks
An attempt is made here to present a collection of the most interesting and most important stories of the Sioux. Young readers should enjoy the simple text and large print.

<7>
Standing Bear, Luther. Stories of the Sioux. Boston: Houghton Mifflin, 1934.
970.6 ST24S PCL Stacks
This is a collection of twenty stories told by the older tribe members to the younger ones. Intended for a juvenile audience with illustrations featured throughout the book.

<8>
LaPointe, James. Legends of the Lakota. San Francisco: Indian Historian Press, 1976.
E 99 D1 L36 PCL Stacks
A collection of twenty descriptive and enchanting stories told by the author as he remembers them from his childhood.

<9>
The Lakota Creation Myth.
http://www.sju.edu/~dcarpent/1141/Lakota/CreationMyth.html
A general overview of the Lakota beliefs and how it all started, according to Sioux legend.

<10>
Highwater, Jamake. Eyes of darkness, a novel. New York: Lothrop, Lee & Shepard Books, 1985.
PZ 7 H5443 EY 1985 Youth Collection PCL Stacks 6C
A Santee Sioux Indian named Yesa, after being taken at age seventeen to live among white men, becomes a doctor and then returns to the reservation to live.

<11>
Bennett, James. Dakota dream. New York: Scholastic Inc., 1994.
PZ 7 B43989 DAK 1994 Youth Collection PCL Stacks 6C
After being shuttled between foster homes and institutions for most of his life, fifteen-year-old Floyd Rayfield escapes from a mental institution to a Sioux reservation, desperately seeking a family and a home.

<12>
Sioux Heritage
http://www.lakhota.com/default.htm
An excellent source for actually learning the "Lakhota" language, it includes an online language course.

<13>
Sota Iya Ye Yapi
http://ourworld.compuserve.com/homepages/earthsky/sotahome.htm
The online newspaper of the Sisseton-Wahpeton Sioux Tribe featuring local news in both Dakota and English.

<14>
Red Cloud School.
http://www.redcloudschool.com/
Operated by the Jesuits since 1889, this is the Red Cloud School's official home page.

<15>
Pine Ridge High School.
http://shaman.unm.edu:80/schools/prhs/prhs.htm
Located in the administrative center of the Pine Ridge Indian Reservation, here is Pine Ridge High School's web page stating its policies and goals.

Sources not listed on the Pathfinder

<16>
American Indian Culture Research Center.
http://www.bluecloud.org/dakota.html
Topics of interest at this wed site include culture, education, myths and story telling, spiritual heritage, Indian colleges, crafts and gifts and more.

<17>
The Great Sioux Nation.
http://www.state.sd.us/state/executive/tourism/sioux/snmap.htm
This wed site features points of interest in the Sioux Nation, such as tribal headquarters and sacred lands.

<18>
Katz, Bill. *Magazines: Indian Country Today.* Library Journal. 118 (7), Apr. 15, 1993. p. 134.
Review of *Indian Country Today*, the largest Native American-owned weekly in the US. It encompasses a national coverage of news but focuses on traditional Lakota-Sioux interests.

<19>
Lincoln, Bruce. *A Lakota Sun Dance and the problematics of sociocosmic reunion.* History of Religions. 34 (1), Aug. 1994. p. 1-14.
The Sun Dance of the Lakota Sioux, an awaited four-day event in late July or early August, is examined.

<20>
Netscape: Style and Writing Manuals
http://www.lrc.edu/www/library/SWmanual.htm
Style manual for print and electronic formats.

<21>
Young Bear, Severt, and R. D. Theisz. Standing in the light: a Lakota way of seeing.
Lincoln: University of Nebraska Press, 1994.
E 99 D1 Y688 1994 PCL Stacks
A Dakota Indian family traces and examines its history, philosophy, and religious rites.

<22>
Dudley, Joseph Iron Eye. Choteau Creek: a Sioux reminiscence. Lincoln: University of Nebraska Press, 1992
E 99 Y25 D833 1992 PCL Stacks
This is a story of the author's upbringing by his maternal grandparents. He learns the social, cultural, and spiritual values of the Dakota way of life.

<23>
Doll, Don. Vision quest: men, women, and sacred sites of the Sioux Nation.
New York: Crown Publishers, 1994.
E 99 D 1 D65 1994 PCL Stacks
This beautifully photographed album portrays Lakota, Dakota and Nakota prominent figures in their communities.

<24>
Erdoes, Richard. Crying for a dream : the world through native American eyes.
Santa Fe, N.M.: Bear & Co., 1990.
E 99 T34 E73 1990 PCL Stacks
This pictorial montage depicts the world as seen through various Indian personal experiences.

<25>
Paige, Harry W. Songs of the Teton Sioux. Los Angeles: Westernlore Press, 1970.
970.1 P152S PCL Stacks
The origins and methods of Indian poetry are investigated in this scholarly work. The songs of the Teton constitute its primary subject matter.

<26>
Powers, William K. Sacred language : the nature of supernatural discourse in Lakota.
Norman: University of Oklahoma Press, 1986.
E 99 D1 P83 1986 PCL Stacks
Essays on Lakota religion and descriptions of the religious rituals fill this book

<27>
Arden, Harvey. Noble Red Man : Lakota Wisdomkeeper Mathew King.
Hillsboro, Ore.: Beyond Words Publishing, 1994.
E 99 T34 N635 1994 PCL Stacks
This is a collection of Indian prose and poetry.

<28>
Readers Guide Abstracts - Web Access.
Indexes and abstracts a core list of popular periodicals published in the United States and Canada; it also cites book reviews. Current articles can be accessed with Dakota a subject search.

<29>
Humanities Abstracts. [CD-ROM] H.W. Wilson Company. accessed: Oct. 4, 1997.
Contains citations to articles and book reviews in over 330 periodicals. Contains citations on the dispute between the Sioux and the U.S. government over the Sioux sacred lands.

Lakota Sioux Pathfinder

Welcome! Or as they say in Lakota -- Hau, Mitakuyepi! (Greetings, Friend!)

The Sioux, also called Dakota, Lakota, or Nakota are a North American Plains Indian people, of Siouan linguistic stock. It is customary to identify tribes on the basis of the native languages spoken by them. The name Dakota means "allies" or "friends". The name Sioux, an abbreviation of Nadouessioux means "snakes" or "enemies", a name originally applied to them by their rivals, the Ojibwa. There are three main divisions of the Sioux: Santee, Yankton, and Teton, calling themselves, respectively, Dakota, Nakota, and Lakota. This pathfinder was prepared at the Perry-Castaneda Library at the University of Texas at Austin by Timothy Bullard; hopefully the information given here will help readers at other libraries too.

The first step in becoming acquainted with the Lakota Sioux culture is to search under *Sioux Indians* in an encyclopedia like:

The World Book encyclopedia. Chicago: World Book, Inc., 1989.
AE 5 W55 1989 Youth Collection PCL Stacks 6C

If you prefer using the Internet, try typing the word *Sioux* into the search engine for the online encyclopedia.

Britannica Online.
http://www.eb.com:180/

To find works about the Sioux and its various tribes, do a subject search (s Dakota Indians) on your OPAC or card catalog. If you received to many records, try narrowing the topic by tribe and resubmit your search (s Santee Indians or Teton Indians or Yankton Indians). If the initial search produced to few records, try broadening your search (s Indians of North America--Great Plains)

A short cut to finding books about the Sioux is to go directly to their locations in the library stacks. Look under the call numbers 970.1, 970.3, and 970.6
If your library uses the Library of Congress classification then search under E99D1, E99Y25, and E99T34.

Where could you find a tribal newspaper? Examine:

Sota Iya Ye Yapi
http://ourworld.compuserve.com/homepages/earthsky/sotahome.htm

To find more about the history of the Sioux nation, look at these sources.

Sneve, Virginia Driving Hawk. The Sioux. New York: Holiday House, 1993.
E 99 D1 S6277 1993 Youth Collection PCL Stacks 6C

Ewers, John C. Teton Dakota, Ethnology and History. Berkeley: U.S. National Park Service, 1938.
970.3 Un3t 1938

Lakota Wowapi Oti Kin.
http://maple.lemoyne.edu/~bucko/lakota.html

If you are interested in Sioux myths and legends investigate:

Legends of the mighty Sioux. Chicago: A. Whitman, 1941.
970.6 W939L PCL Stacks

Standing Bear, Luther. Stories of the Sioux. Boston: Houghton Mifflin, 1934.
970.6 ST24S PCL Stacks

LaPointe, James. Legends of the Lakota. San Francisco: Indian Historian Press, 1976.
E 99 D1 L36 PCL Stacks

The Lakota Creation Myth.
http://www.sju.edu/~dcarpent/1141/Lakota/CreationMyth.html

For literature with Sioux characters, check out these books:

Highwater, Jamake. Eyes of darkness, a novel. New York: Lothrop, Lee & Shepard Books, 1985.
PZ 7 H5443 EY 1985 Youth Collection PCL Stacks 6C

Bennett, James. Dakota dream. New York: Scholastic Inc., 1994.
PZ 7 B43989 DAK 1994 Youth Collection PCL Stacks 6C

If you are interested in learning the Lakota language, then investigate:

Sioux Heritage
http://www.lakhota.com/default.htm

Want to see what some high schools are doing on the Internet? Check out:

Red Cloud School.
http://www.redcloudschool.com/

Pine Ridge High School.
http://shaman.unm.edu:80/schools/prhs/prhs.htm

FOR MORE INFORMATION OR ASSISTANCE -- ASK A REFERENCE LIBRARIAN

Dakota in Minnesota

A pathfinder designed to aid researchers in finding information about Dakota people living in Minnesota.

To get general information and names of Sioux tribes that live in Minnesota, use **dictionaries and encyclopedias**.

Leitch, Barbara A. *Concise Dictionary of Indian Tribes of North America.* Algonac, MI: Reference Publishers, Inc, 1979.

Walsman, Carl. *Encyclopedia of Native American Tribes.* New York: Facts on File, 1988.

Use **directories** to locate information on associations, museums, and libraries.

Klein, Barry T. *Reference Encyclopedia of American Indians.* West Nyack, NY: Todd Publication, 1995.

Native American Directory. San Carlos, AZ: National American Cooperative, 1982.

To find in depth coverage of Dakota in Minnesota find **books** by searching the card catalog using the terms Indians of North America--Minnesota, Dakota--Minnesota, or the specific names of Sioux tribes in Minnesota, such as Santee, Mdewakantonwan, and Wahpetons.

Landes, Ruth. *The Mystic Lake Sioux.* Madison: University of Wisconsin, 1968.

Meyer, Roy W. *History of the Santee Sioux.* Lincoln : University of Nebraska, 1993.

For detailed lists of sources available on Sioux in general, consult **bibliographies.**

Marken, Jack W. and Herbert T. Hoover. *Bibliography of the Sioux*. Metuchen, NJ: Scarecrow Press, 1980.

Hoover, Herbert. *The Sioux: A Critical Bibliography*. Bloomington: Indiana University Press, 1979.

To find current information, use **indexes** to locate **journal articles and government information.**

*Anthropological Literatre.*Cambridge, MA: Tozzer Library, Harvard, 1984- .

Monthly Catalog of United States Government Publications. Washington, D.C.: U.S.G.P.O., 1951- .

Use the World Wide Web to locate **Internet** information on Dakota in Minnesota.

Great Lakes Regional American Indian Network.

Address: http://www.cic.net/glrain/--

A Guide to the Great Sioux Nation .

Address:http://www.state.sd.us/state/executive/tourism/sioux/sioux.html

For more information on Dakota Sioux in the state, contact **organizations** in Minnesota.

Lower Sioux Community Council Morton, MN 56270 (507)697-6416

Upper Sioux Board of Trustees Granite Falls, MN 56241 (612)564-4504

Minnesota Historical Society 345 Kellogg Blvd. W., St. Paul, MN 55102-906

For additional assistance, please ask a librarian

Introduction to the Maori Culture:

A Pathfinder

Candice Weaver
Information Resources in the Social Sciences
LIS 382L.3
3 December 1997

Preface

In the years between 800 and 900 A.D., the Maori people migrated by canoe to the islands they called "Aotearoa." They brought with them a rich culture which flourished in their new home. In 1642, the first Europeans arrived, and from then on the history of the Maori is intertwined with the history of the *pakeha* (whites) in their country. The British felt it urgent to stake claim to the land before other Europeans could, and in 1840 pressed Maori chiefs to sign the Treaty of Waitangi. The intent of the British in this exchange of land for sovereignty was misrepresented because of translation errors, and soon the Maori were a "minority" (in status, not in number) within the modern state of New Zealand. Since that time, the Maori have struggled to define themselves and their culture in the context of a white-dominated New Zealand.

In 1999, Maori and aboriginal librarians will host a conference for indigenous librarians, to be held in New Zealand. This conference is sponsored by Te Ropu Whakahau, the Maori Library and Information Workers Association, and the Aboriginal/Torres Strait Islander Library Resources Network (ATSILAN). Members of the American Indian Library Association (AILA) will be participating in the conference, and this pathfinder provides sources that will aid participants in understanding issues in Pacific indigenous librarianship which will be addressed during the conference, including the issues of cultural misappropriation and intellectual property. AILA members want a basic introduction to the Maori culture, including Maori language, mythology, history, and current affairs. These topics are covered in this pathfinder, and AILA participants will be able to draw from these sources in establishing a general

familiarity with the Maori culture, as it has existed in the past and how it survives today.

I began to select sources for the pathfinder by searching UTCAT, the online catalog of the University of Texas at Austin, as well as OCLC WorldCat. For both, I used the Library of Congress subject heading: "Maori (New Zealand people)." I located a large number of books at UT that I examined in detail; I found many others cataloged by the Library of Congress, and included those I could not examine in a supplementary note to the bibliography. The annotated bibliography consists not only of books, but also included one major motion picture release on video. I wanted to include reference works instead of monographs, whenever possible; fortunately, there has been a fair amount of recent publishing activity on Maori subjects, by Maori publishers as well as others.

Next, I searched the World Wide Web, beginning with Yahoo!. I used the word "Maori" as a search term. I located "Maori.Com," a site whose links enabled me to find other quality Web sites, including an English-Maori online dictionary and a monthly newsletter. These sources are included to supplement the print materials; most of the information is available in print, but those participants with Internet access may find the Web sites more current. They may also use the general 'links' pages to find specific topics of interest to them.

For both print and non-print materials, I included items that provide an introduction to the Maori culture, but also lead the user to further study. Since the target audience for this pathfinder consists of information professionals, their skills will serve them well in researching the Maori.

Sources[1,2]

1. Barlow, Cleve. Tikanga Whakaaro: Key Concepts in Maori Culture. Auckland: Oxford U. Press, 1991. ISBN 0-19-558212-8.

Seventy Maori cultural terms are explained in both Maori and English. Entries include a definition of the term and its significance in Maori tradition and ritual.

2. "Books Pasifika" 1997. http://www.ak.planet.gen.nz/pasifika/index.html (2 Dec. 1997).

Books Pasifika is a bookseller and publishing house specializing in Pacific Islands, Maori, and New Zealand literature since 1976. One can e-mail with inquiries on a particular subject area or author, and in return Books Pasifika will e-mail a list of titles, with abstracts and price information. Ordering may be done by e-mail or fax. Discounts are available for libraries, schools, and government agencies.

3. Binney, Judith and Gillian Chaplin. Ngā Morehu: The Survivors. Auckland: Oxford U. Press, 1986. ISBN 0-19-558135-0.

Nga Morehu is a collection of life histories. The eight women whose lives are profiled in this book are related in different ways to Ringatu, a Maori religious movement. Their personal stories combine to form a portrait of Te Kooti, the leader of this group, and the path of Maori religious history. The role of women in transmitting history is emphasized. Includes an extensive glossary and references.

[1] Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. 4th ed. NY: MLA, 1995.

[2] Wagner, K. "Guide for Citing Electronic Information." Aug. 1995. http://www.wilpaterson.edu/wpcpages/library/citing.htm (17 November 1997).

4. Blythe, Martin. Naming The Other: Images of the Maori in New Zealand Film and Television. Metuchen, NJ: Scarecrow, 1994. ISBN 0-8108-2741-7.

The essays in this volume discuss films and television programs as allegories of the Maori historical and cultural experience. Materials cited are reviewed and analyzed for their representations of power dynamics in New Zealand.

5. Cox, Lindsay. Kotahitanga: The Search For Maori Political Unity. Auckland: Oxford U. Press, 1993. ISBN 019-558-280-2.

Cox explores the recent movements towards collective Maori sovereignty. This book, influenced by the formation and work of the National Maori Congress, includes the history of these movements and their common themes.

6. King, Michael. Maori: A Photographic and Social History. Auckland: Heinemann Reed, 1984. ISBN 0-7900-0094-6.

With this work, King provides a look at Maori experience from the perspective of photography as a social catalyst. Europeans began photographing the Maori in the late 1850s, and King uses photographs and text to explore Maori attitudes towards the process and the effects it had on the Maori.

7. "Learn Maori Language." 1996. http://lc.byuh.edu/Maori/lml.html (2 Dec. 1997).

A friendly, easy-to-use site, "Learn Maori Language" is a series of 13 lessons designed to provide an introduction to Maori. Lesson topics include pronunciation, greetings, numbers, and other subjects of interest to the beginner.

8. MacDonald, Robert. The Fifth Wind: New Zealand and the Legacy of a Turbulent Past. London: Bloomsbury, 1989. ISBN 0-7475-0356-7.

The author, a *pakeha*, writes of his experience accompanying young Maori

militants and tribal elders on their 1984 march to Waitangi. Their goal: to draw attention to the government's failure to honor the conditions of the 1840 treaty. An interesting biographical perspective on modern Maori political activity.

9. "Maori Organisations in New Zealand." 1997. http://www.maori.org.nz/ (2 Dec. 1997).

This website hosts a variety of groups, including those promoting carving, the performing arts, language, hui (gatherings), and myths. Also includes links to other Maori sites. This site is searchable.

10. Metge, Joan. The Maoris of New Zealand: Rautahi. London: Routledge & Kegan Paul, 1976. ISBN 0-7100-8352-1.

This work is an effective, if slightly dated, overview of Maori society. The first chapters give a brief history of Maori settlement in New Zealand, relationships with the British, and basic concepts in Maori culture. With this background in place, the author's primary goal is to address issues in Maori society and culture today, including land, kinship, education, and leadership. A glossary and extensive bibliography are included.

11. "Nga Korero o Te Wa." November 1997. http://webnz.com/tekorero/korero-p1.html (18 Nov. 1997).

This site presents back issues of Nga Korero o Te Wa, "a monthly summary of Maori news and views from throughout Aotearoa." Subject areas include education, politics, business, arts, health, and race relations. Issues from 1995-present are provided, along with hard-copy subscription information. Reading Nga Korero o Te Wa is an excellent method of following current Maori issues.

12. "Ngata-Base: The H.M. Ngata English-Maori Dictionary Online." 1997. http://www.learningmedia.co.nz/nz/nd/ndindex.htm (2 Dec. 1997).

This is the online version of a comprehensive English-Maori/Maori-English dictionary with the goal of demonstrating Maori language in use, rather than merely translating words. It is intended for those learning the Maori language, especially classroom-based learning, but it is also valuable for those already familiar with the Maori language.

13. Once Were Warriors. Dir. Lee Tamahori. Perf. Rena Owen, Temuera Morrison. 1994. Videocassette. New Line, 1995.

This powerful movie depicts the troubles of the urban Maori. A family's tragedy serves as an allegory for those Maori who have lost touch with their past. Based on the novel by Alan Duff.

14. Orbell, Margaret Rose. The Illustrated Encyclopedia of Maori Myth and Legend. Sydney: U. of New South Wales Press, 1996. ISBN 0-908812-45-0.

This work is a comprehensive reference tool for exploring the rich body of Maori myth. Includes illustrations and photographs. Entries range in length from several paragraphs to a few pages. The encyclopedia is well-indexed and documents sources from which entry information has been taken.

15. Orbell, Margaret. The Natural World of the Maori. Auckland: David Bateman, 1985. ISBN 0-908610-30-0.

This is a beautiful book of (mostly) color photographs of the land, animals, and environment of Aotearoa. The text highlights the relationship between Maori culture and this environment. Includes maps, bibliographical references, and a glossary.

16. Puna Wairere: Essays by Maori. Wellington, N.Z.: New Zealand Planning Council, 1990. ISBN 0-908601-72-7.

This collection of essays provides Maori perspectives on sovereignty and cultural issues. Published by the government, it reflects the desire of the Planning Council to "incorporate a Maori perspective in all [its] work." Titles include: "Maori language today," "Maori women reclaiming autonomy," and "Maori survival in the 1990s." Contributors include lawyers, educators, and other Maori in public roles.

17. Salmond, Anne. Two Worlds: First Meetings Between Maori and Europeans, 1642-1772. Auckland: Viking/Penguin, 1991. ISBN 0-670-83298-7.

Salmond attempts to bring together anthropology and history in this examination of the earliest encounters between Maori and *pakeha*. She explores the idea of "mirror-image ethnography - in which each side saw the other through a haze of their own reflections" and tests its limits. Includes an extensive bibliography and explanation of Salmond's research methodology.

18. Stirling, Eruera (as told to Anne Salmond). Eruera: The Teachings of a Maori Elder. Wellington, N.Z.: Oxford U. Press, 1980. ISBN 0-19-558069-9.

This book is a life history of Eruera Stirling, a Maori elder. Stirling's goal is to compile the traditional knowledge which he feels the younger generation needs to know. Salmond discusses her oral history and writing methodology in a closing chapter. Includes many photos and Maori text with translation.

19. Te Kanawa, Kiri. Land of the Long White Cloud: Maori Myths, Tales and Legends. NY: Arcade Publishing, 1989. ISBN 1-55970-046-7.

This collection of stories for children was written by Dame Kiri Te Kanawa,

world-famous opera singer. Beautifully illustrated by Michael Foreman, the book includes tales of creation, nature, monsters, and spirits.

20. Walker, Ranginui. Ka Whawhai Tonu Matou: Struggle Without End. Auckland: Penguin, 1990. ISBN 0-14-013240-6.

Walker has written a history of New Zealand from a Maori perspective. It is intended for a New Zealand audience of both Maori and pakeha, but provides an interesting perspective even for those who are less familiar with the political environment of Aotearoa.

Titles not available for review:

Mangan, Hinureina and Chris Szelely, comp. Te Reo Maori In Libraries: A Maori Language Resource For Librarians. Wellington, NZ: Te Ropu Whakahau, 1995.

Menzies, Trixie Te Arama. He Wai: First Nation's Women's Writing. Auckland: Waiata Koa, 1996.

Salmond, Anne. Hui; A Study of Maori Ceremonial Gatherings. Wellington, N.Z.: Reed, 1975. ISBN 0-589-00749-1.

introduction to the MAORI culture

In the years between 800 and 900 A.D., the Maori people migrated by canoe to the islands they called "Aotearoa." They brought with them a rich culture which flourished in their new home. In 1642, the first Europeans arrived, and from then on the history of the Maori is intertwined with the history of the *pakeha* (whites) in their country. The 1840 Treaty of Waitangi established the modern New Zealand state (and cemented the Maori place within it as one of minority status). Since then, the Maori have struggled to define themselves and their culture in the context of a white-dominated New Zealand.

This pathfinder will point you to several valuable sources which may answer your questions about the Maori and their culture. For searching on your own, remember that the Library of Congress subject heading to use is "Maori (New Zealand people)"; others are structured like "Maori art."

For a basic overview of Maori culture, you might try the following:

Metge, Joan. The Maoris of New Zealand: Rautahi. London: Routledge & Kegan Paul, 1976. ISBN 0-7100-8352-1.

Barlow, Cleve. Tikanga Whakaaro: Key Concepts in Maori Culture. Auckland: Oxford U. Press, 1991. ISBN 0-19-558212-8.

These sources examine the history and government of Maori New Zealand:

Salmond, Anne. Two Worlds: First Meetings Between Maori and Europeans, 1642-1772. Auckland: Viking/Penguin, 1991. ISBN 0-670-83298-7.

King, Michael. Maori: A Photographic and Social History. Auckland: Heinemann Reed, 1984. ISBN 0-7900-0094-6.

Walker, Ranginui. Ka Whawhai Tonu Matou: Struggle Without End. Auckland: Penguin, 1990. ISBN 0-14-013240-6.

Cox, Lindsay. Kotahitanga: The Search For Maori Political Unity. Auckland: Oxford U. Press, 1993. ISBN 019-558-280-2.

The Maori language remains a vital force in Aotearoa. In your reading you will encounter it frequently. These sites can help you with the basics:

"Learn Maori Language." http://lc.byuh.edu/Maori/lml.html

"Ngata-Base: The H.M. Ngata English-Maori Dictionary Online." http://www.learningmedia.co.nz/nz/nd/ndindex.htm

These works can provide a familiarity with Maori mythology, essential for understanding the Maori culture of yesterday and today:

Orbell, Margaret Rose. The Illustrated Encyclopedia of Maori Myth and Legend. Sydney: U. of New South Wales Press, 1996. ISBN 0-908812-45-0.

Te Kanawa, Kiri. Land of the Long White Cloud: Maori Myths, Tales and Legends. NY: Arcade Publishing, 1989. ISBN 1-55970-046-7.

One of the best ways to encounter Maori culture is through stories about the Maori people, whether true life history or fiction:

Binney, Judith and Gillian Chaplin. Nga Morehu: The Survivors. Auckland: Oxford U. Press, 1986. ISBN 0-19-558135-0.

Stirling, Eruera (as told to Anne Salmond). Eruera: The Teachings of a Maori Elder. Wellington, N.Z.: Oxford U. Press, 1980. ISBN 0-19-558069-9.

Once Were Warriors. (1994) Directed by Lee Tamahori. Available on videocassette from New Line Home Video, 1995.

These sources can provide you with current Maori social and political opinion:

Puna Wairere: Essays by Maori. Wellington, N.Z.: New Zealand Planning Council, 1990. ISBN 0-908601-72-7.

"Nga Korero o Te Wa: A Monthly Summary of Maori News and Views From Throughout Aotearoa." http://webnz.com/tekorero/korero-p1.html

These sources are a good introduction to the Maori culture, and can lead you on to other interesting materials. Enjoy your adventure into the Maori culture, and remember:

Mauria ko oku painga, waiho ko oku wheruu.

Take what is good in this, and leave the rest behind.

Candice Weaver
December 1997

INTRODUCTION TO THE NAVAJO CULTURE

A PATHFINDER

INFORMATION RESOURCES IN THE SOCIAL SCIENCES
(LIS 382L.3)
FALL 1997
INSTRUCTOR: PROFESSOR LORIENE ROY

SUBMITTED BY:-

JEFFREY A. SEWELL
DECEMBER 3, 1997

INTRODUCTION

The Navajo are the largest Indian tribe in the United States with an estimated population of over 225,000. As they settled in the desert Southwest, the Navajo came into contact with the Pueblos and adopted many of their customs. During this period, they acquired new farming techniques and learned to plant corn, squash, and beans successfully. The name *Navajo* is actually a Tewa Puebloan word that means "cultivated fields." Nevertheless, these Native Americans often refer to themselves as the *Dine* or the "People."

Navajo country extends into parts of three states: Arizona, New Mexico, and Utah. Traditionally, the Navajo did not establish towns or villages but lived in semi-permanent camps near agricultural resources. Women cultivated the fields or herded sheep while the men hunted wild animals. Shelter for these Native Americans often meant residing in a "hogan" -- a round domed house built of logs and adobe. To cure the sick among them, the Navajo developed elaborate ceremonies involving chants and sandpainting. The Navajo are also known for weaving rugs and blankets and for designing jewelry out of silver and turquoise.

The overall scope of this pathfinder is to assist the user with finding information about the Navajo culture using resources available at a research or academic library. Many of the items can also be found in a public library or through an interlibrary loan service. Specifically, this pathfinder was prepared for the following schools: Dilkon Boarding School; Seba Dalkai Boarding School; Rock Point Community School; and Cottonwood Day School. All of these schools are participating in the Four Directions Program that integrates the teaching of Native American cultures with current technologies.

When deciding on materials to add or exclude from the pathfinder, I focused primarily on sources like surveys and bibliographies that an educator might use for preparing a class. An equally important objective was to find books suitable for younger children. Generally speaking, people interested in this topic will want answers to the following questions:

1) What is the history of the Navajo tribe and how did their culture develop?;
2) What are some of the important aspects of Navajo culture that make it unique?;
3) What is present day life like for the Navajo -- are they able to maintain their native traditions in a modern society?; and
4) Are there opportunities to visit the Navajo and experience their customs firsthand?

I began looking for appropriate materials by conducting searches on UTCAT Plus, the electronic library catalog of The University of Texas at Austin. To locate items in UTCAT and other sources, I combined the subjects "Indians of North America" and "Navajo Indians" with these terms: "Art"; "Dances"; "Drama"; "Folklore"; "History"; "Juvenile Literature"; "Legends"; "Music"; "Mythology"; "Pictorial Works"; "Poetry"; and "Social Life and Customs."

Next, to obtain a better background for this topic matter, I looked for reference sources at the Perry-Castaneda Library by browsing the shelves. After finding some useful titles, I reviewed entries concerning the Navajo in specialized encyclopedias and dictionaries such as the *Encyclopedia of North American Indians*. Then, I scanned the Internet by using search engines like *Yahoo!* and *Infoseek* to find electronic resources. By inputting the terms "Native Americans" and "Navajo Indians," I retrieved relevant websites.

BIBLIOGRAPHY

Encyclopedias:

1. *Encyclopedia of North American Indians*. New York: Houghton, Mifflin Company, 1996.

Articles covering factual information on Native Americans can be found in the *Encyclopedia of North American Indians*. Indian social life and customs are analyzed in sufficient detail. There is a separate three page entry about the Navajos written by Rex Lee Jim, a member of the Navajo tribe. Features a general index.

2. *The Encyclopedia of Native America*. New York: Viking, 1995.

The Encyclopedia of Native America is a general reference source designed with older children and adolescents in mind. The first chapter provides an introductory background about North American Indians; subsequent chapters are organized by culture areas. For example, information concerning the Navajos is located in the section entitled "The Southwest." Articles are printed in large type face and include color photographs and drawings. An index and a list of additional readings appear at the end of the volume.

3. Markowitz, Harvey, ed. *Ready Reference: American Indians*. Vol 2. Pasadena, CA: Salem Press, 1995.

Ready Reference: American Indians, a three volume set, contains data on a wide range of Native American topics. Articles are arranged alphabetically and often illustrated. Many of them conclude with cross-references and a bibliography. Volume 3 has a series of eight appendices and an index. A good source for background information on the Navajos.

4. Ortiz, Alfonso, ed. *Handbook of North American Indians: Southwest*. Vol. 10. Washington D.C.: Smithsonian Institution, 1983.

This volume provides scholarly articles on the history and culture of Native Americans from the southwestern United States. Sixteen chapters deal specifically with the Navajo, covering subjects such as "Navajo Social Organizations," "Navajo Ceremonial Systems," and "Navajo Arts and Crafts." Includes maps, illustrations, and a bibliography.

Dictionaries:

5. *Dictionary of Indian Tribes of the Americas*. 2nd ed. Vol. II. Newport Beach, CA: American Indian Publishers, 1993.

The *Dictionary of Indian Tribes of the Americas* is a general reference work covering the native peoples of the Western Hemisphere. Bibliographical references follow most of the entries. This three volume set includes an extensive collection of maps and illustrations.

The article on the Navajo discusses many cultural issues: language, technology and arts, society and social relations, etc.

General Histories and Surveys:

6. Downs, James F. *The Navajo*. New York: Holt, Rinehart, and Winston, 1972.

As part of the series "Case Studies in Cultural Anthropology," *The Navajo* explains to students the social structure and cultural values of these Native Americans. It focuses on the important role that sheepherding plays in the history of the Navajo along with other interesting aspects of the culture. The author provides a list of selected additional readings.

7. Garbarino, Merwyn S. and Robert F. Sasso. *Native American Heritage*. 3rd ed. Prospect Heights, IL: Waveland Press, 1994.

This book discusses, in broader terms, the socio-cultural development of North American Indians. Native American tribes are first analyzed in terms of "culture areas." Another section looks at the similarities of cultural traits. Includes a glossary, a list of films and videos about Native American cultures, and charts that depict the characteristics and languages of Indian tribes. Specific information concerning the Navajo can be found in the chapter "The Great Basin and the Southwest."

8. Kluckhohn, Clyde and Dorothea Leighton. *The Navaho*. Rev. ed. Cambridge, MA: Harvard University Press, 1974.

Clyde Kluckhohn devoted much of his life to studying Native Americans. As a popular survey, this source offers a good background into the values and world view of the Navajo through 1946. It is written at a level for older students to comprehend.

9. Underhill, Ruth M. *The Navajos*. Norman, OK: University of Oklahoma Press, 1956.

Considered by many scholars the "definitive source" about the Navajo people. Its principal value lies in recounting the history and culture of the Navajos from their beginnings in the Southwest until approximately 1950. The book is based largely on interviews and reservation records. Photographs and maps highlight the text.

Bibliographies:

10. Hirschfelder, Arlene B., May Gloyne Byler, and Michael A. Dorris. *Guide to Research on North American Indians*. Chicago, IL: American Library Association, 1983.

Although dated, the *Guide to Research on North American Indians* is still a good resource to consult when beginning a search for materials about Native Americans. This work is organized under four broad subject headings: Introductory Material; History and Historical Sources; Economic and Social Aspects; and Religion, Arts, and Literature. Subject

headings are further divided into chapters that deal with specific topics. Items related to each topic are then listed by geographic areas; i.e., Navajo sources are mentioned under the heading "Southwest." Concludes with author-title and subject indexes.

11. Iverson, Peter. *The Navajos: A Critical Bibliography*. Bloomington, IN: Indiana University Press, 1976.

This bibliography is part of a series produced by the Newberry Library Center for the History of the American Indian. It recommends a list of works for the beginning reader and for inclusion in a basic library collection. Materials suitable for students are indicated throughout. One hundred eighty-nine sources are cited.

Abstracts and Indexes:

12. *Abstracts in Anthropology*. Amityville, NY: Baywood, 1970- . 8 issues/yr.

This research tool summarizes books, articles, and conference papers in four subject areas: archaeology, linguistics, cultural anthropology, and physical anthropology. It features author and subject indexes. Information about the Navajo Indians can be located by using the terms "Native American" and "Navajo."

13. *Anthropological Literature*. Pleasantville, NY: Redgrave, 1979-1983; Cambridge, MA: Harvard University, Tozzer Library, 1984- . Quarterly.

Anthropological Literature is an author and subject index for periodical articles and essays in the fields of anthropology, archaeology, and linguistics. Related disciplines such as history, sociology, and geography are also indexed. This resource is available in print and electronic versions. To find articles on the Navajos, search under the headings "Indians of North America," and "Navajo Indians."

Periodicals and Journals:

14. *American Anthropologist*. Arlington, VA: Anthropological Association, 1888- . Quarterly.

American Anthropologist is known for its scholarly articles and essays covering diverse subjects in the field of anthropology. Brief summaries of featured articles appear at the beginning of each issue. Includes reviews of current films and books. This journal is indexed or abstracted in *Abstracts of Anthropology*, *Anthropological Literature*, *Social Science Citation Index*, and other similar tools. Recent case studies and reports on the Navajo.

15. *American Indian Culture and Research Journal*. Los Angeles, CA: American Indian Studies Center (University of California, Los Angeles), 1974- . Quarterly.

The *American Indian Culture and Research Journal* is a scholarly publication that provides interdisciplinary articles and essays about Native Americans and their way of life. Articles are indexed in *Sociological Abstracts, Current Index to Journals in Education, Arts & Humanities Citation Index*, and *Social Sciences Index*. Contains a large number of book reviews about Native American subjects.

16. *American Indian Quarterly*. Lincoln, NE: University of Nebraska Press, 1974- . Quarterly.

American Indian Quarterly is a multidisciplinary journal of history, anthropology, literature and the arts. It is available in print and electronic formats. Includes articles on Native American topics in addition to book reviews.

17. *Annual Review of Anthropology*. Palo Alto, CA: Annual Reviews, 1972- . Annual.

This publication contains articles on five major topics within anthropology: archaeology, biological anthropology, linguistics, regional studies, and sociocultural anthropology. Most authors are invited to submit their work by the editorial committee which is composed of scholars from major universities -- Stanford, Michigan, NYU, etc. Each volume has author and subject indexes as well as cumulative indexes of contributing authors and titles. Search terms to use: "Native Americans" and "Navajo."

18. *Cultural Anthropology*. Arlington, VA: American Anthropological Association, 1986- . Quarterly.

This is the official journal of the Society for Cultural Anthropology. As the title suggests, it reproduces essays or reports that deal exclusively with cultural anthropology. It can be searched in major humanities or social science indexes.

Internet Resources:

19. *Alta Vista*. http://www.altavista.digital.com/

Alta Vista permits both simple and advanced searches. It ranks results by the number of matching words and date controls. Searches web pages and news groups.

"Navajo Nation -- Department of Tourism."
http://www.atiin.com/navajoland/index.html
(November 1997)

This is an excellent site for those interested in visiting "Navajo Country." One page gives a brief overview of Navajo culture and history. Other links include a list of attractions and a

calendar of upcoming events. Features photographs of Navajo individuals at work and spectacular views of the Southwest region.

20. *Infoseek*. http://www.infoseek.com/

Infoseek offers both a free search option of general information and a fee-based service for more extensive and detailed material. It is a large database consisting of indexes from web pages, news groups, and computer periodicals. Allows "natural language" searching.

"Southwest Tribes and Reservations Guide"
(Encyclopedia of Southwest Native American Indian Tribes and Reservations.)
http://www.thememall.com/Tribes/indians.html-ssi
(November 1997)

This website offers introductory information on Indian tribes located in the American Southwest. The creators actively solicit contributions from Native Americans. A separate page specifically discusses the Navajo. Provides opportunities to participate in Internet discussion groups.

21. *Yahoo!*. http://www.yahoo.com/

Yahoo! is one of the best and well-known online collections of Internet resources. The home page includes a list of broad, subject areas to aid users with refining their searches. Individuals can re-execute queries by "linking" to other search engines.

"Welcome to the Navajo Nation."
http://ccrystal.ncc.cc.nm.us/~vino/NN
(November 1997)

This is the "official website" for the Navajo people. It is a good source for directory information -- addresses, telephone numbers, committee memberships. There is a link to a detailed map of the Navajo reservation. Another link gives a listing of Navajo books, publications, and videos.

Children's Resources:

22. Gridley, Marion E. *Indian Nations: The Story of the Navajo*. New York, NY: G.P. Putnam's Sons, 1971.

Indian Nations: The Story of the Navajo is a general introduction about the Navajo people for younger children. This book briefly describes Navajo legends, customs, and history. One chapter mentions famous tribal members.

23. Sneve, Virginia Driving Hawk. *The Navajos*. New York, NY: Holiday House, 1993.

Written for elementary students, *The Navajos* provides information on the tribe's history, culture, and present day life. A map of the Four Corners Area shows the approximate location of the Navajo Nation. Richly illustrated.

24. Thomson, Peggy. *Katie Henio: Navajo Sheepherder*. New York, NY: Cobblehill Books/Dutton, 1995.

Katie Henio: Navajo Sheepherder is a biographical account of a Native American grandmother who raises sheep and weaves rugs. Through her life experiences, children are introduced to basic Navajo customs and traditions. Color photographs show Katie weaving, gardening, and spending time with her family.

Style Manual:

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 4th ed. New York: The Modern Language Association of America, 1995.

INTRODUCTION TO THE NAVAJO CULTURE
A PATHFINDER

Prepared by: Jeffrey A. Sewell

The Navajo are the largest Indian tribe in the United States. Although these Native Americans refer to themselves as the *Dine* or the "People," they acquired the name *Navajo* (which means "cultivated fields") because of their superior farming methods. Other important elements of Navajo culture include: herding sheep, ceremonial sandpainting, weaving, and designing jewelry. This pathfinder can assist you in finding resources on this subject.

⇒ **FIRST, begin looking for reference books and other resources by examining your library's card catalog or computer catalog. Combine the subject "Indians of North America" or "Navajo Indians" with the following terms:**

Art	Folklore	Legends	Pictorial Works
Dances	History	Music	Poetry
Drama	Juvenile Literature	Mythology	Social Life and Customs

⇒ **SECOND, consult encyclopedias and specialized dictionaries for general information on the Navajo people.**

Encyclopedia of North American Indians. New York: Houghton, Mifflin Company, 1996.
Brief, factual articles about the Navajos and Native American social customs.

Dictionary of Indian Tribes of the Americas. 2nd ed. Vol. II. Newport Beach, CA: American Indian Publishers, 1993.
The section on the Navajo discusses many cultural issues.

⇒ **THIRD, study general histories and surveys for more in-depth knowledge about Navajo culture.**

Garbarino, Merwyn S. and Robert F. Sasso. *Native American Heritage.* 3rd ed. Prospect Heights, IL: Waveland Press, 1994.
Specific information about the Navajo can be found in the chapter "The Great Basin and the Southwest."

Underhill, Ruth M. *The Navajos.* Norman, OK: University of Oklahoma Press, 1956.
Examines the history and culture of the Navajo people from their beginnings until approximately 1950.

⇒ **FOURTH, expand your research on this topic by reviewing bibliographies.**

Iverson, Peter. *The Navajos: A Critical Bibliography.* Bloomington, IN: Indiana University Press, 1976.
Recommends works for inclusion in a basic library collection and materials suitable for students.

⇒ **FIFTH, refine your understanding of this subject and keep informed of current developments by reading articles in specialized journals.**

American Indian Culture and Research Journal. Los Angeles, CA: American Indian Studies Center (University of California, Los Angeles), 1974- Quarterly.
Interdisciplinary articles and essays concerning Native American cultures.

⇒ **SIXTH, be sure to scan the Internet for additional data using search engines like *Yahoo!* and *Infoseek.* Websites can be retrieved by inputting terms such as "Native Americans" and "Navajo Indians."**

"Navajo Nation -- Department of Tourism."
http://www.atiin.com/navajoland/index.html
(November 1997)
Follow the links for a list of attractions and a calendar of upcoming events.

"Welcome to the Navajo Nation."
http://crystal.ncc.cc.nm.us/~vino/NN/
(November 1997)
A good source for directory information such as addresses and telephone numbers.

⇒ **SEVENTH, if you are interested in teaching Navajo stories to children, locate and obtain the appropriate age-level materials.**

Sneve, Virginia Driving Hawk. *The Navajos.* New York, NY: Holiday House, 1993.
Explains Navajo history, culture, and present day life to elementary students.

Thomson, Peggy. *Katie Henio: Navajo Sheepherder.* New York, NY: Cobblehill Books/Dutton, 1995.
Introduces children to basic Navajo customs and traditions through the life experiences of a Native American grandmother.

⇒ **FINALLY, if you need further assistance, remember to ask your librarian for help!**

INFORMATION ON EARLY NAVAJO LEADERS IN THE 1800s

Michelle Beattie
LIS 382L.3
Dr. Loriene Roy
Pathfinder 2
3 December 1997

Introduction

The Navajo (Diné) tribe in the Southwestern United States somehow survived the turbulent 1800s, emerging to grow into the largest strongest tribe in the country. Obstacles faced by the Navajo in the nineteenth century included a massacre by United States government troops, annexation of the Navajo land by the United States from Mexico in 1846, and the Civil War. The Navajo weathered removal from their traditional lands in 1864, called "The Long Walk," and resettlement on a reservation in 1867. Who led the Navajo people through this treacherous century?

In traditional social and political organization, the Navajo lived in small residence communities. Informal local groups formed around a local headman (naat'ánii) for the purpose of dealing with outsiders, but no "tribal chief" nor "Chief of the Navajo" presided over the entire Navajo people. Government officials mistakenly entered into treaties with these leaders thinking that they cemented the agreement of the entire Navajo people. This misconception led to distrust, occupation by military forces, and the aforementioned "resettlement." In the 1800s, excellent communicators and negotiators emerged as leaders to represent the Navajo in contact with the United States government. Cultural and artistic innovators are also recognized as leaders.

To find information about Navajo leaders in the 1800s, researchers must face problems unique to Native American biography. Few biographies of native individuals exist. The biographies one can find are often repetitions of stories about the same few famous Native Americans. Researchers may also encounter difficulty establishing heritage, the custom of referring to one native individual by several names, and the inconsistent translation of names.

This pathfinder is intended for use by participants of the Four Directions program and designed specifically for the kindergarten to eighth grade students and educators at the Dilcon, Cottonwood, and Seba Dalkai Boarding Schools. Some of the sources included in the

bibliography and pathfinder are scholarly, such as the in-depth histories and the primary sources, and should be utilized by educators. Students should be able to use the general encyclopedias and the biographical encyclopedias. One section of the bibliography and pathfinder includes sources accessible to students, including a bibliography and two in-depth histories.

The sources selected will answer the anticipated questions "what is a leader in the Navajo culture?" "what does a leader do?" "who were the major leaders of the Navajo in the 1800s?" and "what is the historical context surrounding Navajo leaders in the 1800s?" To find materials to answer these questions, I began my search by reading articles about the Navajo in the general Native American encyclopedias such as *American Indians* and *Handbook of North Americans*. These sources gave the historical context of the 1800s and outlined the Navajo territory. Reading about the political structure and the Navajo's loose definition of a leader based on ability to communicate with outsiders assisted the search process. Next, I looked through Native American and American biographical dictionaries, finding much pertinent material. Most of the dictionaries included indexes that listed individuals' names by tribal affiliation.

A search of the online catalog of University of Texas at Austin libraries, using subject headings "Navajo Indians—Biography" and "American Indians—Biography" found no individual biographies (in fact, I have concluded that none exist). I looked through bibliographies and found Hoffman and Johnson's collection of Navajo biographies and the respected in-depth histories. Researchers will have to rely on these in-depth histories for the bulk of their specific biographical information. I selected only those histories that concentrated on political and military history and mentioned historical figures by name. I chose one primary source for inclusion in my bibliography because it is an impressive scholarly work that anyone researching the Navajo should explore and it has wonderful pictures of Navajo leaders. Web searches for Navajo biographical and historical material yielded no worthy sites.

Annotated Bibliography[1]

General Native American Encyclopedias

1. Champagne, Duane. *Native North America: Portrait of the Peoples*. Detroit, MI: Visible Ink Press, 1994.

An abridged version of the *Native North American Almanac,*[2] this source covers native history and culture, protest movements, language, religion, health practices, art, literature, and media. The organization of this source is well suited for finding biographies of Navajo leaders and background information on the Navajo people. A chapter on "Native Peoples of the Southwest" includes a short description of the Navajo Nation and history. The chapter concludes with a collection of biographies of tribal leaders in the southwest region, including Barboncito, Manuelito, and Ganado Mucho (ca. 1809-1893).

2. Markowitz, Harvey, ed. *American Indians*. Pasadena, CA: Salem Press, 1995.

This three volume set offers well written articles on a wide range of topics including tribes, people, places, history, cultural traditions, and contemporary issues. An excellent article summarizes Navajo history and culture and gives further readings. Short biographical entries for Delgadito (fl. 1860s), Barboncito (ca. 1820-1871), Manuelito (ca. 1818-1984), and Henry Chee Dodge (1860-1947) give birth and death dates, variant names, historical significance, and drawings or photographs.

3. Ortiz, Alfonso, ed. *Handbook of North American Indians*. Vol. 10, Southwest, Washington, D.C.: Smithsonian Institution, 1983.

Published by the Smithsonian, this highly regarded work includes lengthy articles providing background on the Navajos and their history. Important articles related to Navajo leaders in the 1800s are: "Navajo Pre-History and History to 1850," "Navajo History, 1850-1923," and "Navajo Social Organization." Navajo leaders are mentioned in context along with a few photographs.

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[1] Style Manual used in creating citations: Turabian, Kate. *A Manual for Writers of Term Papers, Theses, and Dissertations, 6th edition*. Chicago: University of Chicago Press, 1996.
[2] Champagne, Duane. *Native North American Almanac*. Detroit, MI: Gale Research Inc., 1994.

Native American and American Biographical Dictionaries

4. CISCO, *Biographical Dictionary of Indians of the Americas*. Newport Beach, CA: American Indian Publishers, 1991.

This two volume set contains hundreds of short biographies of native people of North and South America. Biographies include a photo of the subject, variant names, and further readings. A variant name index and index to tribes simplified searching. Fifty-nine biographical entries were listed in the Index to Tribes under Navajo; the source offers extensive coverage.

5. Dockstader, Fredrick. *Great North American Indians: Profiles in Life and Leadership.* New York: Van Nostrand, 1977.

This well respected work contains substantial (one to three pages) entries with photographs for individuals of native heritage who contributed to history. Cultural and artistic leaders accompany military and political leaders. A tribal listing shows nine entries under "Navajo" including Atsidi Sani (ca. 1830-1870), Barboncito, Henry Chee Dodge, Ganado Mucho, and Manuelito.

6. Johansen, Bruce E. and Donald A. Grinde, Jr. *The Encyclopedia of Native American Biography*. New York: Henry Holt and Co., 1997.

This excellent source includes both native and non-native peoples influential in Native American history. Short entries contain superior heritage, language, and variant name information along with further readings. Several less well known Navajo such as Armijo (fl. mid-1800s), Herrero Grande (fl. mid-1800s), and Hosteen Klah (1867-1937) are covered.

7. Malinowski, Sharon, ed. *Notable Native Americans*. New York: Gale Research, 1994.

Malinowski writes 465 substantial (one to four pages) entries, including photographs, on notable Native Americans throughout history. Historical entries comprise thirty percent and contemporary or twentieth century individuals make up seventy percent of the entries. Signed narrative essays include name variants, photographs or illustrations, and a list of reference sources. The Index of Tribal Groups/Names points the reader to Navajo biographies, including Henry Chee Dodge, Barboncito, and Manuelito.

8. Waldman, Carl, ed. *Who Was Who in Native American History: Indians and Non-Indians for Early Contacts Through 1900.* New York: Facts on File, 1990.

Short entries include name variants and see references in a short description of pivotal events and influence in individual's life. Included are non-natives involved in native history and individuals from the United States and Canada. An appendix lists biographical entries for Armijo, Barboncito, Delgadito, Henry Chee Dodge, Ganado Mucho, and Manueilto under "Navajo."

Native American Biographical Compilations (Monographs)

9. Hoffman, Virginia and Broderick H. Johnson. *Navajo Biographies.* Rough Rock, AZ: Navajo Curriculum Press, 1974.

Hoffman and Johnson's work is cited in almost every biographical dictionary and has been reprinted several times. It is one of the few biographical monographs covering only Navajo individuals. This source includes lengthy articles on Narbona, Antonio Cebolla Sandoval, Zarcillos Largos, Manuelito, Barboncito, Ganado Mucho, Jesus Arviso, Henry Chee Dodge, and Sam Ahkeah.

10. Moses, L. G. and Raymond Wilson, eds. *Indian Lives: Essays on Nineteenth and Twentieth Century Native American Leaders.* Albuquerque, NM: University of New Mexico Press, 1985.

This sources offers seven essays on Native American leaders from many tribes, chosen because their lives illustrate the complicated state in which Native Americans live, balancing loyalties, history, and modernity. Articles include bibliographies and photographs. Henry Chee Dodge is the only Navajo included.

Navajo In-depth Histories

11. Frink, Maurice. *Fort Defiance and the Navajos*. Boulder, CO: Pruett Press, 1968.

Frink's book describes the events surrounding Fort Defiance, "the storm center of the Navajo Wars"[3] and the United States Army fort built on the Navajo lands in 1851. Fort Defiance later became the government administrative headquarters and the site of the first day school for Navajo children in 1869. Frink's book includes valuable information about leaders, including photographs and the role they played in historical events.

12. McNitt, Frank. *Navajo Wars: Military Campaigns, Slave Raids, and Reprisals.* Albuquerque, NM: University of New Mexico Press, 1972.

McNitt recounts the conflicts between the Navajo and the Spanish, Mexican, and American disputants, starting with the first Spanish contact in 1541 up to 1861 when the American Civil War came to New Mexico. He describes the United States Army officers and their policies towards the Navajo. Navajo leaders are recognized and consistently referred to by name.

13. Underhill, Ruth M. *The Navajos*. Norman, OK: University of Oklahoma Press, 1956.

Underhill's goal in *The Navajos* is to show the evolution of the Navajo people from nomads to pastorialists to "modern wage earners." History in the 1800s is illustrated in detail with emphasis on the contributions of various Navajo leaders. The scholarly work is often quoted and referenced in encyclopedias and articles and called the "standard one volume history of the Navajos."[4]

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[3] Frink, Maurice. *Fort Defiance and the Navajos*. Boulder, CO: Pruett Press, 1968: 1.
[4] Iverson, Peter. *The Navajos: A Critical Bibliography*. Bloomington, IN: Indiana University Press, 1976: 2.

Navajo and Native American Bibliographies

14. Hirschfelder, Arlene B., Mary Gloyne Byler, and Michael A. Dorris. *Guide to Research on North American Indians.* Chicago: American Library Association, 1983.

This guide to the literature on Native Americans for the general reader offers detailed descriptions of over 1,100 books, articles, government documents, and other written materials. The arrangement places entries into twenty-seven chapters under four broad subject headings, rather then by tribe. Several important Navajo-related works can be located using the index, looking under "Navajo" or the author/title index.

15. Iverson, Peter. *The Navajos: A Critical Bibliography.* Bloomington, IN: Indiana University Press, 1976.

This guide to reliable sources in the study of Navajo history contains bibliographic essays and an alphabetic listing of items. The author denotes materials appropriate for secondary school students with an asterisk. Iverson points out the most important texts and identifies hard to locate, but valuable materials.

Periodical Indexes

16. *America, History and Life.* Santa Barbara, CA: ABC-CLIO. Database available on CD-ROM.

An indexing and abstracting service covering Canadian and United States history, *America, History and Life* includes scholarly journals, book reviews, dissertations, and books. To search for biographical information on Navajo leaders on the CD-ROM version, try terms such as "Navajo," "leader," "history," or the name of the leader. Searching this database uncovered articles with titles such as "Gravestones for Ganado Mucho: A Contribution to Navajo Ethnohistory" from the journal *Masterkey* and "The Origins of the Navajo Indian Police" from *Arizona and the West.*

Sources of Primary Materials

17. Correll, J. Lee. *Through White Men's Eyes A Contribution to Navajo History. A Chronological Record of the Navajo People from Earliest Times to the Treaty of June 1, 1868.* Window Rock, AZ: Navajo Heritage Center, 1979.

An expanded seven volume version of the *Navajo Historical Calendar*, published in 1968, this source is a collection of accounts of the daily events constituting Navajo history in the 1800s. Most of the historical documentation come from the United States government agents and soldiers on the Navajo land, allowing an interesting perspective on history. Sources include newspaper accounts, journals, treaties, and other government documents compiled with little comment or editing. Each volume is indexed; historians or students can look up an individual's name and find primary materials related to him or her and lots of beautiful photographs.

Sources Appropriate for Students

18. Bighorse, Tiana. *Bighorse the Warrior.* Tucson, AZ: University of Arizona Press, 1990.

A fascinating account of the life of Gus Bighorse (1846?-1939), a member of the Navajo tribe and eyewitness to the tumultuous late-1800s. Bighorse listened to the famous leaders found in the literature. His daughter recounts the effect leaders had on the members of the tribe. The reading level is accessible to middle school or high school.

19. Kuipers, Barbara J. *American Indian Reference Books for Children and Young Adults.* Englewood, CO: Libraries Unlimited, Inc., 1991.

This outstanding bibliography consists of two parts. One is a collection of essays about selecting, publishing, and incorporating into the curriculum Native American materials for school-age students. The second part is a collection of detailed annotations of Native American materials arranged by Dewey Decimal classification numbers. The index lists sources specifically related to the Navajo in the index under "Navajo Indians," but general sources will lead to information about Navajo history and leaders as well.

20. Roessel, Ruth, ed. *Navajo Stories of the Long Walk Period.* Tsaille, AZ: Navajo Community College Press, 1973.

Roessel edits a collection of anecdotes and stories as told to the descendants of participants of events in 1864. The United States Government removed the Navajo from their land to Fort Sumner, causing despair and sickness among the people. Stories of other events around the same period give an interesting perspective to Navajo history and insight into the actions of leaders.

INFORMATION ON EARLY NAVAJO LEADERS OF THE 1800s

A Pathfinder Prepared by Michelle Beattie

In traditional social and political organization, the Navajo (Dinè) lived in small residence communities. Informal local groups formed around a local headman (naat'ánii) for the purpose of dealing with outsiders. In the 1800s, excellent communicators and negotiators emerged as leaders in the contacts between the Navajo people and the United States government. Cultural and artistic innovators are also recognized as leaders. This pathfinder will assist you in locating information on Navajo leaders in the 1800s.

- **First,** gain a background knowledge of Navajo history in the turbulent 1800s. Examine some general **Native American encyclopedias and handbooks**, looking for articles under the subject "Navajo." These encyclopedias may also contain entries for specific Navajo leaders.

  Ortiz, Alfonso, ed. *Handbook of North American Indians*. Vol. 10, Southwest, Washington, D.C.: Smithsonian Institution, 1983.
  A respected work covering Native Americans of the Southwest, provides a strong introduction to Navajo culture and history.

  Markowitz, Harvey, ed. *American Indians*. Pasadena, CA: Salem Press, 1995.
  Three volumes of clear articles on a wide range of topics including tribes, people, places, history, and more. A few Navajo leaders are represented in this source.

- **Second,** explore **biographical dictionaries** of Native Americans. Most offer indexes where the individual's name is listed by tribe.

  Biographical Dictionary of Indians of the Americas. Newport Beach, CA: American Indian Publishers, 1991.
  Two volumes of hundreds of short biographies of native people of North and South America. Entries include a photo of the subject, further readings, and other names by which the person is known.

  Johansen, Bruce E. and Donald A. Grinde, Jr. *The Encyclopedia of Native American Biography*. New York: Henry Holt and Co., 1997.
  An excellent source including both native and non-native peoples influential in Native American history. Lesser known leaders are included.

  Dockstader, Fredrick. *Great North American Indians: Profiles in Life and Leadership*. New York: Van Nostrand, 1977.
  A well respected work containing substantial entries for individuals of native heritage who contributed to history. Cultural and artistic leaders accompany military and political leaders.

- **Third,** check your library's card catalog or online catalog for books that are **individual biographies** or **collections of biographies** of Native American leaders. Look in your card catalog under the subject headings: "Indians of North America—Biography" or "Navajo Indians—Biography."

  Moses, L. G. and Raymond Wilson, eds. *Indian Lives: Essays on Nineteenth and Twentieth Century Native American Leaders*. Albuquerque, NM: University of New Mexico Press, 1985.
  Offers several essays on Native American leaders from many tribes. Articles include bibliographies and photographs.

Hoffman, Virginia and Broderick H. Johnson. *Navajo Biographies*. Rough Rock, AZ: Navajo Curriculum Press, 1974.

An often-cited compilation of biographies of Navajo leaders.

- **Fourth,** read **in depth histories** of the Navajo people in the 1800s. Histories place leaders in context and add to your understanding of their significance. You can find these in the card catalog under the subject headings: "Navajo Indians—History," "Navajo Indians—History—19th Century," or "Navajo Tribe."

Frink, Maurice. *Fort Defiance and the Navajos*. Boulder, CO: Pruett Press, 1968.

An account of the Navajo and the United States Army Fort built on the Navajo lands in 1851. Includes valuable information about leaders, including photographs.

McNitt, Frank. *Navajo Wars: Military Campaigns, Slave Raids, and Reprisals.* Albuquerque, NM: University of New Mexico Press, 1972.

A description of conflicts between the Navajo and the Spanish, Mexican, and American disputants up to 1861.

- **Fifth**, look at **bibliographies** and **research guides** to locate titles and descriptions of more books and periodicals on Navajo history and leaders.

Hirschfelder, Arlene B., Mary Gloyne Byler, and Michael A. Dorris. *Guide to Research on North American Indians*. Chicago: American Library Association, 1983.

A guide to the literature on Native Americans for the general reader providing detailed descriptions of the sources reviewed.

Iverson, Peter. *The Navajos: A Critical Bibliography*. Bloomington, IN: Indiana University Press, 1976.

A guide to reliable sources in the study of Navajo history.

- **Sixth, periodical indexes** will allow you to search for articles on a specific leader or Navajo history in general. For help searching, ask your librarian.

America, History and Life. Santa Barbara, CA: ABC-CLIO, 1989

Article abstracts from of historical sources in the United States and Canada.

- **Seventh,** if needed, check for **resources appropriate for students**. Look under the same subject headings in the card catalog with the extension "Juvenile" on the subject headings or look at bibliographies of children and young adult materials, such as:

Kuipers, Barbara J. *American Indian Reference Books for Children and Young Adults.* Englewood, CO: Libraries Unlimited, Inc., 1991.

Contains detailed annotations of Native American materials for students.

Bighorse, Tiana. *Bighorse the Warrior*. Tucson, AZ: University of Arizona Press, 1990.

An account of the life of Gus Bighorse (1846?-1939), a member of the Navajo tribe and eyewitness to the tumultuous 1800s as told to his daughter.

**********If you need any assistance, **ask your librarian**. **********

Introduction to the Oneida Culture: People of the Standing Stone

a pathfinder

Rex G. Pyle
LIS 38L.3
Social Sciences Reference
Dr. Loriene Roy
December 3, 1997

Introduction to the Oneida Culture: People of the Standing Stone

The Oneida Indians are one of the original five tribes of the Iroquois Confederacy. Originally located in New York state, in the 1800's they dispersed into Ontario and Wisconsin, with a small number remaining in New York. During the Revolutionary War, they fought with the Colonists against the British, and it is legend that an Oneida woman fed Washington's army during the winter at Valley Forge. This important group has remained as vital today as it was then, being the first Native American Indian tribe to have its own World Wide Web site.

This pathfinder, created for participants in the Four Directions project, is intended to provide a means to research the Oneida people and their culture. In keeping with the Four Directions project's mission to explore the educational uses of technology, I have included a number of Web sites in addition to the more traditional print resources. In addition, I have tried to include sources for use by both students and teachers. My primary criterion in choosing sources for inclusion in this pathfinder was currency. While the topic of traditional Oneida culture may not have changed much over the last ten or twenty years, the manner of treatment it receives certainly has. I examined the sources while keeping ethnic sensitivity in mind at all times. However, I did choose to include some older materials due to their comprehensive nature. In choosing Web sites, I tried to stay with those that

dealt specifically with the Oneida, though I did include several sites that had comprehensive listings of links to other Native sites. I did this in the hopes that as more Oneida sites are created in coming months and years, they will be linked to by these general sites. Finally, I tried to keep in mind some basic questions that people might have about Oneida culture, such as "What is the Oneida religion like?" and "What kind of foods do the Oneida eat?"

My search for appropriate sources began at the Perry-Castaneda Library at the University of Texas at Austin. I browsed in the reference room in the E90's and located several excellent general reference sources on Native Americans. A number of these have been included in the annotated bibliography. In addition, the bibliographies and "For Further Reading" lists of these sources provided a starting point for locating appropriate monographs. I also looked in UTCAT under the subjects "Oneida" and "Indians of North America--New York (and Wisconsin and Ontario)." Some more general sources were found by searching under "Iroquois" in UTCAT. Finally, I conducted a search on the Web using the search engines HotBot and AltaVista, using search terms such as "Native Americans" and "Oneida." These resulted in often startlingly large numbers of hits, which I then slowly waded through, using the previously mentioned criteria.

Hopefully, this pathfinder will only be the beginning of many forays into the interesting and long-lived culture of the Oneida people.

Annotated Bibliography

Note: I have used the following style manual for my entries:

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers.* New York: The Modern Language Association of America, 1995.

General Reference Sources

1. Cisco, ed. *Dictionary of Indian Tribes of the Americas.* Newport Beach: American Indian Publishers, Inc., 1993.

This dictionary (really more of an encyclopedia) is comprised of three volumes. Though the entries are unsigned, they do have rather lengthy bibliographies. The entry on the Oneida is three pages long, has one photograph, and is focused on history.

2. Hoxie, Frederick E., ed. *Encyclopedia of North American Indians.* Boston: Houghton Mifflin Co., 1996.

According to the introduction to this one-volume encyclopedia, the book explores four themes: Indians are people; Indians change; Indians are a permanent part of American life; and Indians have voices. The quality of writing in the brief signed entries is fairly even and satisfactory. The Oneida entry, which again focuses on history, is one-and-a-half pages long and was written by a member of the Oneida Nation of Wisconsin, which lends a note of validity to the

information contained therein.

3. **Leitch, Barbara.** ***A Concise Dictionary of Indian Tribes of North America.*** **Algonac: Reference Publications, Inc., 1979.**

This one-volume work consists of short entries which cover basic history and culture of various tribes. The Oneida entry is two pages long and is quite concise and informative. Though this is a good source of basic information on Indian tribes, in-depth information must be sought elsewhere.

4. **Markowitz, Harvey, ed.** ***Ready Reference: American Indians.*** **Pasadena: Salem Press, Inc., 1995.**

This three-volume set is comprised of short unsigned entries. At the beginning of each entry is a listing of basic information: culture area, language group, primary location, and population size. One major bonus for this book is that it contains many more photos than any other reference book examined.

5. **Sturtevant, William, ed.** ***Handbook of North American Indians.*** **Washington: Smithsonian Institute, 1978.**

As the name "Smithsonian Institute" implies, this vast (yet incomplete) multivolume set is a scholarly masterpiece, the *Encyclopaedia Britannica* for Native American studies. The volume on Indians of the Northeast, which contains a ten-page entry on the Oneida, is nearly 1000 pages of signed articles which can be

accessed using the volume's comprehensive index. The inclusion of many illustrations and maps alongside excellent articles make this an indispensable tool for Native research.

6. Waldman, Carl. *Encyclopedia of Native American Tribes.* New York: Facts on File Publications, 1988.

This volume of unsigned articles is ideal for younger audiences (upper elementary through high school). The focus is on history, and the inclusion of lots of full-color illustrations will make this popular with younger readers. The only drawbacks to this work are lacks in both depth of coverage and "For Further Reading" lists.

Books on Indians with Information on the Oneida

7. Bieder, Robert E. *Native American Communities in Wisconsin, 1600-1960: A Study of Tradition and Change.* Madison: The University of Wisconsin Press, 1995.

While this book does not focus on the Oneida tribe, it does provide some good information on the tribe's migration from New York to Wisconsin after the American Revolution. The book also includes a great deal of information about the other tribes residing in Wisconsin, some of which were forced to give up land upon the Oneidan migration. Finally, the book's currency and extensive bibliography make it

a valuable resource.

8. **Hertzberg, Hazel W.** ***The Great Tree and the Longhouse: The Culture of the Iroquois.*** **New York: The Macmillan Company, 1966.**

Though the subject of this book is the Iroquios and not specifically the Oneida tribe, it does contain a number of references to the Oneida. With many illustrations and a story-like text, this is a good introductory book for junior high and high school students interested in the mythology, customs, and history of these northeastern Indians. The fact that the book is a product of the American Anthropological Association and the National Science Foundation lends a certain amount of authority to this title.

9. **Richter, Daniel K.** ***The Ordeal of the Longhouse: The Peoples of the Iroquios League in the Era of European Colonization.*** **Chapel Hill: University of North Carolina Press, 1992.**

This recent scholarly text contains vast amounts of information on the Iroquios and a number of references specific to the Oneida tribe. In addition to the main body of the text, this book also has nearly 150 pages of notes and bibliographic citations. Like the previous book, its authority is cemented by its association with a scholarly institute, this time the Institute of Early American History and Culture.

Books on the Oneida

10. **Campisi, Jack and Laurence M. Hauptman, eds. *The Oneida Indian Experience: Two Perspectives*. Syracuse: Syracuse University Press, 1988.**

This recent text is a collection of articles by professors and Oneidans. The book is divided into two distinct sections, the first covering the "Time of Troubles," from 1784-1934, and the second covering "the Oneida Reemergence," from 1900 to the present. The book has a lengthy bibliography and information on all authors included.

11. **Pratt, Peter P. *Archaeology of the Oneida Iroquois, Vol. 1*. George's Mills: Man in the Northeast, Inc., 1976.**

This book provides a methodical analysis of the archaeological record of the Oneida in New York state. While it is extremely technical in the writing style in its discussion of the archaeological record, the earlier sections of the book describing the physical setting and the history of the Oneida are quite helpful. In addition, the book has about thirty pages of plates showing Oneidan artifacts.

12. **Richards, Cara E. *The Oneida People*. Phoenix: Indian Tribal Series, 1974.**

An excellent book about the history and culture of the Oneida people. Though the book is not currently up-to-date, it does offer much insight into the problems the

Oneida have faced over the past centuries since first contact with Europeans. The book also has many nice photos which offer a first-hand glimpse into the world of this tribe.

13. Ritzenthaler, Robert E. *The Oneida Indians of Wisconsin.* Milwaukee: Public Museum of the City of Milwaukee, 1950.

Though quite out of date and most likely out of print, this fifty-page publication does provide some good in-depth information on the Oneida people. It covers history, economy, religion, politics, and general culture (housing, clothing, food, occupation, and material culture). Finally, the book includes an orthography to aid in pronunciation of Oneidan words and a fairly lengthy, though out of date, bibliography.

Web Sources

14. *Lisa Mitten's Native American Sites.* Internet. Online. http://info.pitt.edu/~lmitten/indians.html.

While the only Web source on the Oneidas that this Web site links to is the one listed next in this bibliography, this Web source does link to many other more general Web sources. Truly a labor of love, Lisa Mitten has created what may be the most valuable site on the Web for Native resources. A good place to start for any Native research.

15. ***Oneida Indian Nation Home Page.*** **Internet. Online.**

http://www.one-web.org/oneida/index.html.

The Oneida Indian Nation was the first Indian tribe to create their own Web site. This attractive site contains many links, including links to web exhibits (of arts, crafts, and cultural artifacts) and a language page that pronounces several Oneida words. The only problem that I have with the site is that sometimes the quality of writing is rather poor.

The People of the Standing Stone:
A Pathfinder to the Culture of the Oneida People

One of the original five tribes of the Iroquios Confederacy in what is now New York state, the Oneida people are today distributed among three primary locations: Wisconsin, New York, and Ontario. Though over the years they have suffered many of the same injustices as other Native American Indian tribes, their rich culture has endured. Today, as the first Indian tribe to embrace technology through the creation of a World Wide Web site, they are as vital as they were before the coming of the Europeans.

For some good introductory material on the Oneida people, try these reference sources:

Markowitz, Harvey, ed. *Ready Reference: American Indians*. Pasadena: Salem Press, Inc., 1995.

Hoxie, Frederick E., ed. *Encyclopedia of North American Indians*. Boston: Houghton Mifflin Co., 1996.

For more in-depth coverage, try this reference source:

Sturtevant, William, ed. *Handbook of North American Indians*. Washington: Smithsonian Institute, 1978.

For younger readers, check out this reference source:

Walsman, Carl. *Encyclopedia of Native American Tribes*. New York: Facts on File, 1988.

If you'd like to read about the Iroquios Confederacy, of which the Oneida were one of the five original member tribes, look at these books:

Hertzberg, Hazel W. *Great Tree and the Longhouse: The Culture of the Iroquios*. New York: The MacMillan Company, 1966.

Richter, Daniel K. *The Ordeal of the Longhouse: The Peoples of the Iroquios League in the Era of European Colonization*. Chapel Hill: University of North Carolina Press, 1992.

These books offer a lot of information specific to the Oneida, their history, and their culture:

Campisi, Jack and Laurence M. Hauptman, eds. *The Oneida Indian Experience: Two Perspectives*. Syracuse: Syracuse University Press, 1988.

Richards, Cara E. *The Oneida People*. Phoenix: Indian Tribal Series, 1974.

Finally, for current information on the Oneida people, check out their Web site:

Oneida Indian Home Page. Internet. Online.

http://www.one-web.org/oneida/index.html

If your library does not have these books, ask your librarian about interlibrary loan.

Rex Griffin Pyle
December 3, 1997

INTRODUCTION TO PENOBSCOT CULTURE: A PATHFINDER

CHRISTINA HOLMES
LIS 382L.3
DECEMBER 3, 1997

The Penobscot are a Native American tribe who live in Maine on the Penobscot River and Bay. They were one of the first tribes encountered by Europeans in the 17th century. Culturally and linguistically, the Penobscot are closely related to the Abenaki who live nearby in Maine and Canada. Together with the Malaseet, Micmac, and Passamaquoddy they form the Wabanaki or "People of the First Light." In 1995 the Penobscot Tribal Census showed a membership of three thousand people with approximately four hundred living on Indian Island, the Penobscot Reservation. The entire reservation comprises all two hundred islands in the Penobscot River between Old Town and Medway. The United States Federal Government recognized the Penobscot Indian Nation in 1980 as a result of the Maine Indian Land Claims Act.

My purpose in creating this pathfinder is to lead the information seeker to both print and Internet sources that present an introduction to the history and culture of the Penobscot. The clients for this pathfinder are the kindergarten through eighth grade students and the faculty of Indian Island School on Indian Island, Maine involved in the Four Directions Project. The sources and references are those that the students and teachers can hopefully find in a public library, school library, or academic library, and on the Internet. This pathfinder attempts to provide sources to which students and teachers can refer for answers to questions about the Penobscot concerning their history, both before and after the Europeans made contact, what kind of clothing they may have traditionally wore, how they subsisted, who was and may still be important in their community, and what life is like on Indian Island today. Students and faculty may want to know what kind of traditional stories the Penobscot or Abenaki have. They may also want modern literature either written about or written by Penobscot or Abenaki individuals. Criteria for titles included in the bibliography include the amount of information a source devotes to the Penobscot, Abenaki, or Wabanaki. All sources have more than a single paragraph. Another criteria is the authority of the work. All authors and contributors of materials are either Native American, experts in the field, or used primary sources to write their work. Because part

of the audience for this pathfinder are children, none of the sources are scholarly or technical and all are suitable for a popular audience. The only exception is the Encyclopedia of World Cultures, which speaks from an anthropological standpoint. Not knowing what kind of library the audience has access to, I include sources found at both an academic and public library.

I started my search on the Penobscot with a subject search in UTCAT, the online catalog at the University of Texas at Austin, using the subject heading "Indians of North America" and qualifying it with such terms as "bibliographies," "encyclopedias," and "handbooks." This yielded such sources as Encyclopedia of North American Indians and The Native North American Almanac. Looking in the indexes of these books, I found that the Penobscot are often linked with the Abenaki . Because of their close relationship, I used both as subject terms. I also scanned the shelves from E 76.2 to E 98 in the Perry-Castañeda Library, the graduate library on campus. I found web sites using the "Hot Bot" search engine with the keywords "Penobscot Indians," "Abenaki," and "Wabanaki." This was a successful search and yielded a few good web sites with links to more specific sites such as "Wabanaki & Abenaki Internet Resources."

Bibliography*

1. Annance, Louis. "Alnombak/Wabanaki Links." Oct. 1997. http://members.aol.com/Alnombak/wabanaki.html (Nov. 18, 1997).

Annance compiles a list of links to other websites about Malaseet, Micmac, Passamaquoddy, and Penobscot history, crafts, literature, and music. Among the sites listed are the University of Maine, a document from the Library of Congress' American Memory Project entitled "A Visit With Henry Mitchell" who was a Penobscot canoe maker, and the "Penobscot Indian Art Homepage" in which the viewer can see examples of Penobscot crafts and hear samples of native music. This is a list of links the user has only to click on to find more information on the Penobscot or Wabanaki.

2. Bowman. "Index by Tribe." http://nativeauthors.com/search/tribe/abenaki.html (Oct. 25, 1997).

This website contains a bibliography which includes Abenaki, Sokoki, Penobscot, Passamaquoddy, Micmac, Maliseet, and Pennacook titles. A special link lists books by Joseph Bruchac. Other title headings include legends on cassette, history, history-anthologies, biography, education and resources, poetry, and music on cassette. Prices for each title are listed and can be ordered online. This is a great resource for educators.

3. Bruchac, Joseph. Dawnland. Golden, CO: Fulcrum, 1993.

Bruchac, an Abenaki writer, tells the story of Young Hunter in this fictional novel for young adults. A threat hangs over his people and Young Hunter, an Abenaki, is called to defend them from this shadow. He sets out on a journey with his dogs and Long Thrower, a special weapon with powers he must learn to use. The reader will come away with a greater understanding of the ways of native peoples, ways built on preserving the balance and harmony with nature. Bruchac combines both historical facts and native myths to create this story.

4. -----. Gluskabe and the Four Wishes. New York: Cobblehill, 1995.

In this book for children, Bruchac retells a traditional story of Gluskabe, an Abenaki culture hero, and his grandmother, Woodchuck. In this particular story, four Abenaki men seek out Gluskabe, having heard that he will grant anyone one wish. Three of the men are selfish and ask for wishes for themselves, while the fourth man wishes to be a great hunter to feed his people. Bad luck befalls the three selfish men and the fourth has his wish granted becoming a great hunter. The story is enhanced by beautiful illustrations by Christine Nyburg Shrader. Bruchac states in an author's note that these stories are strong teaching stories, but are meant to entertain as well.

5. Champagne, Duane, ed. The Native North American Almanac: A Reference Work on Native North Americans in the United States and Canada. Detroit, MI: Gale Research, 1994.

This work covers a broad scope of topics about Native North Americans. Topics include history and historical landmarks, health, law, legislation, environment, languages, religion, and arts. Signed essays, annotated directory information, and documentary excerpts comprise the first sixtees chapters of this work followed by a chapter of biographies of prominent Native Americans. There is a glossary, general bibliography, as well as both an occupation and general index. For information about the Penobscot, mainly about their land claims, the user should look in the general index under "Penobscot."

6. Cisco, ed. Biographical Dictionary of Indians of the Americas. Newport Beach, CA: American Indian Publishers, 1991.

This two volume work collects nearly two thousand biographies as well as one thousand portraits of Native Americans on whom "heritage could be well established." Volume one contains an alphabetical biography list and ready reference. Volume two lists variant name spellings of individuals and an index to tribes to which individuals belong. For information on prominent Penobscot, Abenaki, or Wabanaki individuals, the user should look under the variant spelling "Abnaki" and "Pennacook" in the "Index to Tribes."

7. -----. Dictionary of Indian Tribes of the Americas. 2nd ed. New Port Beach, CA: American Indian Publishers, 1995.

This is a three volume work with approximately 1,154 entries that cover language and culture, history, and population figures of Native American tribes. Volume three is an index in which the reader can find the subject terms "Abnaki," a variant spelling of Abenaki, and "Wabanaki Confederacy." The article on the Abnaki is two and a half pages with a short bibliography. The article includes photos.

8. Dill, J.S. "Abenaki History." July 1997. http://www.dickshovel.com/aben.html (Nov. 25, 1997).

This website is part of the "First Nations" website, a reference source of Native Americans. The author is in the process of compiling short histories of all the tribes of North America from contact to 1900. The viewer can find information on where the Abenaki lived, their population and how it was affected by Europeans, different names the nation is known by, their language, divisions, culture, and an abbreviated history. There are further links of reference at the end of the page, including links to other tribes mentioned in the Abenaki history.

9. Gill, Sam D. and Irene F. Sullivan. Dictionary of Native American Mythology. Santa Barbara, CA: ABC-CLIO, 1992.

The authors compile an alphabetical list of people, animals, and objects important in Native American mythology. Entries are brief and most have cross references. There is a bibliography at the back of the book and most entries refer to this bibliography for further reading. In the "Index by Tribe," the subject term "Abenaki" has references to the bibliography list, while the subject term "Penobscot" refers the reader to entries in the dictionary.

10. Hendon, Julia A., ed. Anthropological Literature: An Index to Periodical Articles and Essays. Cambridge, MA: Tozzer Library, Harvard University, 1979- .

This quarterly index is available in paper, online, and in CD-ROM format. It covers a wide range of topics including archeology, physical anthropology, cultural and social anthropology, and linguistics. It also reviews books and journals, films, videos, and sound recordings. There is a subject index in the paper format, with a list of authors and a list of journals indexed. For specific articles and reviews about the Penobscot, the researcher can use the subject terms "Penobscot," "Penobscot Indians," "Abnaki," or "Abnaki Indians."

11. Hoxie, Frederick E., ed. Encyclopedia of North American Indians. New York: Houghton Mifflin, 1996.

This encyclopedia compiles an alphabetical list of entries of tribes, biographies, and interpretive entries that present a brief overview of these topics. The entries cover historical eras and cultural traditions while defining terms and events "frequently misunderstood." Each entry has a short bibliography for further study. The general index includes the subject terms "Abenaki" and "Passamaquoddy/Penobscot" which leads the reader to fairly lengthy, signed articles presenting a historical overview of these closely connected people. It also contains a list of contributors.

12. "Indian Island School." 1997. http://challenge.ukans.edu/Indian-Island/index.htm (Nov. 18, 1997).

This website is the homepage of the Indian Island School on the Penobscot Reservation of Indian Island. Indian Island School comprises early education and grades kindergarten through eighth. The browser can find information about programs at the school, the students, and the faculty. By clicking on "Community," the user can scroll down that page and again click on "Brief History" to get a short essay on Penobscot history. There are also links to such prominent Penobscots as "Louis Sockalexis," a major league baseball player who played for the Cleveland Spiders, changed to the Cleveland Indians after Sockalexis. This source is excellent for current information on the Penobscots of Indian Island.

13. Johansen, Bruce E. and Donald A. Grinde, Jr. The Encyclopedia of Native American Biography: Six Hundred Life Stories of Important People From Powhatan to Wilma Mankiller. New York: Henry Holt and Company, 1997.

This encyclopedia is a reference guide with six hundred entries of both Native Americans and non-Natives important to Native Americans in some way. Some entries include a short bibliography for further reading. The alphabetical index lists both "Abnaki," a variant spelling of Abenaki, and "Penobscot."

14. Klein, Barry T., ed. Reference Encyclopedia of the American Indian. 7th ed. West Nyack, NY: Todd Publications, 1995.

This is a fairly comprehensive work covering a wide range of topics. The first few sections contain directory type information about reservations, communities and tribal councils, other Indian tribes and groups, Federally recognized tribes, government agencies, national associations, schools, Indian education programs, Indian health services, museums, monuments and parks, and libraries and research centers. These sections are generally divided by state. For Abenaki and Penobscot, the researcher should look under "Maine." Others sections contain bibliographies of audiovisual aids and books. "Abenaki Indians" are listed in the "Bibliography Subject-Index" on page 539. This is an excellent reference source for educators.

15. McBride, Bunny. Molly Spotted Elk: A Penobscot in Paris. Norman, OK: University of Oklahoma Press, 1995.

Using personal diaries, letters, personal interviews with family members and friends, as well as secondary resources, McBride tells the life story of Molly Spotted Elk, a Penobscot born in 1903 on Indian Island, Maine. The oldest of eight children, Molly grew up in a poor household learning about hard work. She left home at a young age to pursue a life on stage as a vaudeville dancer. Molly eventually found her way to Europe, only to have to flee with her young daughter when the Germans occupy France. Throughout her life, Molly Spotted Elk was committed to learning and keeping her Penobscot heritage. Not only does McBride's work chronicle Molly's life, but also chronicles a history of life on the Penobscot Reservation in the first half of this century.

16. Mead, Alice. Crossing the Starlight Bridge. New York: Bradbury Press, 1994.

In this juvenile fiction book, Mead tells the story of Rayanne Sunipass, a young Penobscot girl ,who must move away from the island where she has always lived. She promises herself and her pet rabbit, Hop, that she will return. Rayanne learns to adapt to her new life and friends in town and wonders if she can keep the promises she made. The author, while not native herself, is interested in Wabanaki culture, including art works and traditional legends.

17. Miller, Steve. Aug. 1997. "Abenaki Home Page." http://millennianet.com/slmiller/abenaki/index.htm (Oct. 25, 1997).

Miller compiles a list of Abenaki related links on this website. These links cover history, people, contacts, maps, and teachings about Native Americans. The user can click on "links" to find more specific links to sites about the Penobscot, Wabanaki, and a large selection on Abenaki sites. All of these sites are strong on community and history. Miller also includes a "People Page" designed as "a common meeting ground for all Abenaki tribes and their relatives."

18. O'Leary, Timothy J. and David Levinson, ed. North America. Vol. 1, Encyclopedia of World Cultures. Boston, MA: GK Hall, 1991.

This encyclopedia is a ten volume anthropology work ordered by geographical regions of the world. Volumes one through nine contain about 1, 500 entries with maps, glossaries, and indexes of alternate names for the different cultural groups. The tenth volume is an index to the other nine. Volume one covers cultures of North America with lengthy articles covering such topics as history and culture, settlements, economy, kinship, marriage and family, sociopolitical organization, and religion. There is also a short

bibliography at the end of each entry. A helpful feature of this work is a section called "Filmography," which lists films and videos on groups discussed in the volume and a list of the producers. The reader can look up "Penobscot" in the index to find a "see" reference for "Abenaki."

19. Reddy, Marlita A., ed. Statistical Record of Native North Americans. Detroit, MI: Gale Research, 1993.

This source contains 1,007 statistical tables covering a broad range of topics in twelve different chapters. These topics include history, demographics, family, education, culture and tradition, health, social and economic conditions, business and industry, and law and law enforcement. Besides tables, information is also laid out in graphs and charts. Statistics come from federal and state agencies, tribal governments, and associations and other organizations. The editor includes a list of sources for further research and 20th century estimates of pre-European contact to the year 2040. In the index, the reader will find the subject terms "Penobscot" and "Penobscot Reservation."

20. Sturgeon, Angela, ed. America: History and Life. Santa Barbara, CA: ABC-CLI0, 1964- .

This index comes in paper form and online. It covers the history and culture of the United States and Canada from prehistoric times to present. The index groups the entries by subject and historical period in six major sections. In the paper form, there are five issues per volume. Issues 1-4 cover abstracts and citations, while issue 5 is an annual index. To find specific article abstracts and citations of reviews and dissertations covering the Abenaki and Penobscot, the researcher should search the index with the terms "Penobscot Indians," "Abenaki Indians," and "Wabanaki Indians."

21. Sturtevant, William C., ed. Northeast. Vol. 15, Handbook of North American Indians. Washington, D.C.: Smithsonian Institution, 1978.

This twenty volume work is divided by geographical region. The researcher can find the Abenaki and Penobscot in volume fifteen entitled Northeast. The signed essays are lengthy and cover such topics as language, territory, culture in 1610, and a history to the 1970s. There are some photographs and a good bibliography of sources for further study as well as sources that the reader should avoid. The index lists "Penobscot" with a "see" reference to the "Eastern Abenaki."

22. "Wabanaki & Abenaki Internet Resources." http://www.brooks.simplenet.com/wabanaki.html (Oct. 25, 1997).

This website is a list of major sites with histories and other links pertaining to the Abenaki and Wabanaki. Site topics include literature and legends with links to such sites as "Gluscabi and the Wind Eagle," a traditional Abenaki story. There are also links to people sites, reservation information, a powwow schedule, selected reading lists which include a bibliography on writings of Abenaki Indians, non-profit organizations, businesses and organizations, and legal information. The user will find this an extremely helpful site and easy to navigate.

*Turabian, Kate L. A Manual for Writers of Term Papers, Theses, and Dissertations. 5th. ed. Chicago, IL: University of Chicago Press, 1987.

Introduction to Penobscot Culture: A Pathfinder

The Penobscot are a Native American tribe who live in Maine on the Indian Island Reservation as well as elsewhere in the United States. They are closely related to the Abenaki and were one tribe of the Wabanaki or "People of the First Light."

Getting Started... Looking in your school or public library catalog using terms such as Penobscot Indians or Abenaki Indians, you may find:

Bruchac, Joseph. Dawnland. Golden, CO: Fulcrum, 1993.
-----. Gluskabe and the Four Wishes. New York: Cobblehill, 1995.
McBride, Bunny. Molly Spotted Elk: A Penobscot in Paris. Norman, OK: University of Oklahoma Press, 1995.

Specialized Encyclopedias, Dictionaries, and Handbooks...are a good starting point for a general overview of your subject and a jumping off point for further research. Search in the library catalog for "Indians of North America" combined with "Encyclopedias," "Dictionaries," and Handbooks."

Cisco, ed. Dictionary of Indian Tribes. 2nd ed. New Port Beach, CA: American Indian Publishers, 1995.
Search in the index in volume three under "Abnaki" and "Wabanaki Confederacy" for information on the history, culture, language, and population figures of the Abenaki.

Hoxie, Frederick E., ed. Encyclopedia of North American Indians. New York: Houghton Mifflin, 1996.
For a historical overview of the Penobscot and Abenaki, search in the general index under "Abenaki" and "Passamaquoddy/Penobscot."

O'Leary, Timothy J. and David Levinson, ed. North America. Vol. 1, Encyclopedia of World Cultures. Boston, MA: GK Hall, 1991.
Search in the index under the term "Abenaki" to find an essay covering such topics as Abenaki history and culture, economy, kinship, and religion.

Sturtevant, William C., ed. Northeast. Vol.15, Handbook of North American Indians. Washington, D.C.: Smithsonian Institution, 1978.
For a historical overview of the Abenaki and Penobscot until the 1970s and a good bibliography for further research, search the index in this volume for "Eastern Abenaki."

Indexes...lead to research articles and book reviews on your topic.

Hendon, Julia A., ed. Anthropological Literature: An Index to Periodical Articles and Essays. Cambridge, MA: Tozzer Library, Harvard University, 1979- .
Search terms such as "Penobscot," "Penobscot Indians," "Abenaki," and "Abenaki Indians" will find specific articles and book reviews in this index.

Sturgeon, Angela, ed. America: History and Life. Santa Barbara, CA: ABC-CLIO, 1964- .

Using the search terms "Penobscot Indians," "Abenaki Indians," and "Wabanaki Indians" will produce articles on the culture and history of these people.

Biographies...tell about important Abenaki and Penobscot individuals.

Johansen, Bruce E. and Donald A. Grinde, Jr. The Encyclopedia of Native American Biography: Six Hundred Life Stories of Important People From Powhatan to Wilma Mankiller. New York: Henry Holt and Company, 1997.

Use the subject terms "Abnaki" and "Penobscot" in the index to find entries on individuals important to this community.

Educator Resources...aid in teaching others about the Penobscot and Abenaki.

Klein, Barry T., ed. Reference Encyclopedia of the American Indian. 7th ed. West Nyack, NY: Todd Publications, 1995.

This useful source lists directory information by state and bibliography information by tribe. Try searching under "Maine" and "Abenaki Indians."

http://nativeauthors.com/search/tribe/abenaki.html

This website contains a bibliography of books and cassettes both by and about the Abenaki and Penobscot.

Internet sites...provide links to great sites about Penobscot, Abenaki, and Wabanaki history, culture, arts, crafts, literature, and resources.

"Abenaki Home Page." http://millenianet.com/slmiller/abenaki/index.htm

"Alnombak/Wabanaki Links." http://members.aol.com/Alnombak/wabanaki/html

"Indian Island School." http://challenge.ukans.edu/Indian-Island/index.htm

"Wabanaki & Abenaki Internet Resources."
http://www.brooks.simplenet.com/wabanaki.html

Some of these sites may overlap, but together provide a good overview of what is available about the Penobscot, Abenaki, and Wabanaki on the Internet.

Other ways to find information on Native Americans is to search the catalog combining "Indians of North America" with many different terms such as "Social Life and Customs," "Mythology," "Folklore," "Religion," "Art," and "Dance." If you still cannot find what you are looking for, ask the librarian for help.

Christina Holmes

Introduction to Potawatomi Culture:

A Pathfinder

Britt A. Johnsen
December 3, 1997
LIS 382L.3

Introduction

This pathfinder explains how to find resources for an introduction to Potawatomi culture. The Potawatomi are also called the Fire Nation because their name means "people of the place of the fire." They were originally members of the Chippewa and Ottawa tribes, and have similar cultural characteristics to Central Algonquian peoples. The Potawatomi had settled in the lower peninsula of Michigan by the time French explorers arrived in the 1600s. At different times during the 1700s, they joined forces with the French, the British, and other tribes to preserve and expand their lands, as well as to control trade. By the 1800s many Potawatomi were forced by poverty and hardship to move to Missouri, Iowa, and then Kansas. The Potawatomi developed their own language, and have folklore, rituals, and tribal organization that is distinct from other Algonquians.

The resources described in this pathfinder are intended to help high school students and teachers at the Nah Tah Wahsh School in Hannahville, Michigan identify a process of learning about their own native culture. Hannahville is participating in the Four Directions Project (http://4directions.org), a program which integrates Native American culture and technology into education, and has developed their own web pages in conjunction with it.

An *introduction* to the Potawatomi culture implies that many aspects of the culture will be covered in a rather cursory fashion, but that no one element will be emphasized over another. The object of the pathfinder is to help the user explore appropriate and interesting resources which will provide even further information, not to overload the user with exhaustive research.

The pathfinder is designed for a high school library that has access to the Internet. It addresses questions users might have about the origins and movement of the Potawatomi, their interaction with others, and distinguishing characteristics about their social organization. The pathfinder also provides resources for Potawatomi language, ritual, folklore, music, and dance.

In order to be included on this pathfinder the resources, both print and electronic, had to contain more than just a mention of the Potawatomi. They also had to be written by an authority

on the topic, and have a reputable publisher. Format was also important; the resource had to have a pleasing and easy-to-use arrangement.

My first step in finding resources was to search UTCAT, the online catalog at the University of Texas at Austin. I performed subject and title keyword searches using the heading "Potawatomi," as well as the variant spellings "Potawatami," "Pottawatami," and "Pottawatomie." These searches produced a number of books and lengthier articles. Satisfied with these resources, I then searched UTCAT for reference titles, using combinations of the headings "Native," "Indian," and "reference" in title keyword searches. I found books in two areas of reference: the E 76 - E 98 in Library of Congress classification, and the Z 1209 section. I browsed these two sections, and selected most of my reference works.

My final task was to find Internet resources. I selected the search engine *Hotbot* and searched with the heading "Potawatomi." After sifting through fifty of the over 2,000 resulting sites, I had found what seemed to be the best sites that met my criteria. I spent some time sorting through links on the fifteen pages I thought were the best, to ensure I would not miss any good web sites. I also looked at the Four Directions page under the "Native American Sites" link, but found no further relevant sites.

Annotated Bibliography[1]

1. *The American Indian: A Multimedia Encyclopedia*. Vers. 2.0. CD-ROM. USA: Facts on File, Inc., 1995.

   Excellent resource for a broad overview of Native American tribes. Entries include historical information, migratory information, and some cultural details, with hyperlinks to mentioned tribes. Most tribes have links to biographies, photographs, and drawings. The Potawatomi section included seven biographies.

2. Campbell, Susan. (Text and graphics copyright Smokey McKinney 1997) "Potawatomi Genealogy." Internet. http://www.ukans.edu/~kansite/pbp/gen/g_intro.html.

   Designed for Native Americans interested in genealogy who have never begun a genealogical project. The "how-to" section leads the user through the process, and links to other sites are provided for both the novice and experienced researcher. A perfect starting place for Potawatomis interested in family and oral history.

3. "Citizen Potawatomi Nation." (Last Update 21 Nov. 1997) Internet. http://www.potawatomi.org 2 Dec. 1997.

   The official web page for the Potawatomi. Includes news, events, and current tribal programs and enterprises. Gives a user a general idea of what the Potawatomi Nation is doing, as well as links to other Potawatomi sites.

4. Clements, William M. and Frances M. Malpezzi. *Native American Folklore, 1879-1979: An Annotated Bibliography*. Athens, OH: Swallow Press, 1984.

   Wonderful resource to find little known literature on folklore. Folklore is defined as texts and performances of verbal art, and entries include primary and secondary sources. Arranged by tribe within geographic regions. Potawatomi is listed in the Midwest section - check the index for all references.

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[1] All sources are cited according to:
Citing Electronic Sources (Austin, TX: University of Texas at Austin, 1996).
Joseph Gibaldi, ed., *MLA Handbook for Writers of Research Papers*, 4th ed. (New York: Modern Language Association of America, 1995).

5. Clifton, James A. *The Prairie People: Continuity and Change in Potawatomi Indian Culture 1665-1965*. Lawrence, KS: Regents Press of Kansas, 1977.

Covers the Potawatomi tribal experience as a whole, but focuses on the Prairie Band of Potawatomi. Clifton also contributed the article on the Potawatomi for the *Handbook of North American Indians* (see below). A very extensive well-written narrative for the student who needs historical and migratory details. Use the index to find information on specific topics. Includes photographs and maps.

6. Edmunds, R. David. *The Potawatomis: Keepers of the Fire*. Norman, OK: University of Oklahoma Press, 1978.

A history of the Potawatomi from the 1600s to the 1840s. The style is not as scholarly as Clifton's book (see above), but may be more appropriate for the high school reader. Contains illustrations and maps, and a well-constructed bibliography divided into primary and secondary sources. Includes more cultural details.

7. Haas, Marilyn L. *Indians of North America: Methods and Sources for Library Research*. Hamden, CT: Library Professional Publications, 1983.

Haas' book guides tribal persons unfamiliar with library research strategies through the process of finding and using library resources. Helpful sections for the beginning researcher are the Subject Headings, Classification Systems and Call Numbers chapter and the Indexes chapter. Useful source for developing research skills for Native American materials.

8. Johansen, Bruce E. and Donald A. Grinde. *The Encyclopedia of Native American Biography*. New York: Henry Holt and Company, 1997.

Brief but informative biographical information on important Native Americans. Alphabetical arrangement by name - look under "Potawatomi" in the index. Especially useful is the "For More Information" sections at the end of each entry. Photographs included sporadically.

9. Klein, Barry T. *Reference Encyclopedia of the Native American*. 7th ed. West Nyack, NY: Todd Publications, 1995.

Serves as a directory, biographical dictionary, and bibliography for Native Americans. Useful for local information, support, and contacts. Look under your state in the first section to find directory information on libraries and research centers, state and local organizations, and more. The subject bibliography (section three) contains a Potawatomi section.

10. Landes, Ruth. *The Prairie Potawatomi: Tradition and Ritual in the Twentieth Century.* Madison, WI: University of Wisconsin Press, 1970.

The best resource for rituals, customs, and social organization of the Potawatomi. A sociological and anthropological analysis based on extensive research of the Prairie Potawatomi. Not too technical - very much a narrative of Landes' observations. Includes topics such as "medicine bundles" and "the Peyote Cult." Excellent when used in conjunction with an historical account.

11. Morrison, John.. (Last modified 27 Mar. 1997) "Grass Dancing." Internet. http://www.up.net/~hvl/grass.htm 2 Dec. 1997.

Origins, costumes, and history of the "Grass Dance." Includes an image of a Grass dancer, as well as how to do the dance. The only web site I found that describes a Potawatomi dance.

12. Perrot, Don. (27 Mar. 1997). "Potawatomi Language." Internet. http://www.up.net./hvl/lang.htm 2 Dec. 1997.

Designed for a beginner, this site encourages the user to practice Potawatomi and gives basic information on the structure of the language, as well as grammar and pronunciation hints. Each loudspeaker icon indicates an audio representation of the word or syllable. Perrot presents information in a user-friendly fashion - his approach is to encourage, not to overwhelm.

13. "Potawatomi Dictionary." (Updated 2 July 1997) Internet. http://www.ukans.edu/~kansite/pbp/books/dicto/d_frame.html 2 Dec. 1997.

Divided into three frames - the dictionary, a help frame, and a pronunciation guide. Multimedial dictionary - click on the hypertext and a window will appear that will allow you to hear the word pronounced. Can switch from Eng-Pot to Pot-Eng by clicking on a link. Very interactive and easy to use, but takes a lot of time to download.

14. "Potawatomi Web: Mzenegenek - Books." Internet. http://www.ukans.edu/~kansite/pbp/books/b_frame.html 2 Dec. 1997.

An ideal opportunity to practice Potawatomi. Includes both Potawatomi language documents and materials on Potawatomi history and culture. Total of five documents. *Gospel According to Matthew* has Potawatomi and English verses side by side.

15. "Prairie Band Potawatomi: Language - Orthography." Internet. http://www.public.iastate.edu/~jsmckinn/pbp_orthography.html 2 Dec. 1997.

Fairly technical discussion of vowels, consonants, semivowels, and intersegmentals. Explains symbols, and provides a link to a short reference version of this page. Each sphere enclosed in a box indicates a link to a sound file. Links to the online Potawatomi dictionary.

16. Smith, Huron H. "Ethnobotany of the Forest Potawatomi Indians." *Bulletin of the Public Museum of the City of Milwaukee* 7:1 (1933): 1-230.

An interesting publication that details plants used by the Potawatomi in their rituals, medicines, food, and materials. Rather dated, but still valid in its examination of the variety of plants used by the "Forest" Potawatomi in Wisconsin. Plants are grouped alphabetically by family name, and each plant description includes the scientific name, the Potawatomi name, and its uses. Includes several black and white plates.

17. Sultzman, Lee. "Potawatomi History." Internet. http://www.dickshovel.com/pota.html 2 Dec. 1997.

Listed on the official Potawatomi Nation web site - the best online historical site. Extensive, fair, and well-written narrative covering 1600s to 1900. Hyperlinks provided throughout the document to other mentioned tribes. No images. Lack of table of contents and index is a problem. Sultzman welcomes comments as a sort of peer review.

18. Trigger, Bruce G., vol. ed. *Northeast*. Washington: GPO, 1978. Vol. 15 of *Handbook of North American Indians*. William C. Sturtevant, gen. ed. 20 vols. 1978- .

The most complete reference work on the Potawatomi from a very authoritative source (Smithsonian Institution). Volume 15 contains a twenty page article by James Clifton (see above) on Potawatomi language, environment, culture, and history. Includes photographs, diagrams, and maps. References to the Potawatomi throughout Volume 15 can be found in the volume's index. Especially useful is the final section, "Sources," which gives a scholar's opinion of the major resources on the Potawatomi.

19. University of Michigan, Museum of Natural History. "Native American Dioramas." Internet. http://www.exhibits.lsa.umich.edu/Virtual.Museum/Anthro/Nat.Am./Nat.Amindex.html 2 Dec. 1997.

A virtual museum site that provides two-dimensional dioramas of a sampling of ancient Native American cultures. Many of the fourteen dioramas are connected to Michigan; one of these is a Potawatomi fall harvest scene. Captions are provided, but not any extensive textual information.

Introduction to Potawatomi Culture
A Pathfinder

Created by Britt Johnsen

The Potawatomi, often called Keepers of the Fire, are a Native American people originally from the Great Lakes region, who now live in many Midwestern states. This pathfinder will help you find places to look for information on many aspects of their culture.

Step 1: For a good overview of the Potawatomi, start with encyclopedias, usually found in the reference section of your library. The librarian will help you find these, and be able to direct you to other good reference sources, such as the following:

* *The American Indian: A Multimedia Encyclopedia.* Vers. 2.0. CD-ROM. USA: Facts on File, 1995.
* Sturtevant, William, gen. ed. *Handbook of North American Indians.* Washington: GPO, 1978- .
  For a lengthy article about the Potawatomi, look in Volume 15, *Northeast.*

Step 2: Look in your library's card catalog or online catalog for reference books and general books. Try looking under the subject "Potawatomi." Watch for its different spellings: "Potawatami," "Pottawatami," and "Pottawatomie."

* Haas, Marilyn. *Indians of North America: Methods and Sources for Library Research.* Hamden, CT: Library Professional Publications, 1983.
  This book will help those unfamiliar with libraries and how to search for information.

Step 3: No luck? Try the subject "Indians of North America." Then look in the indexes of these books for information on the Potawatomi. A nice trick is to go to the areas in the library where your books are and browse the shelves around them for related books. If you are getting a lot of information, you might want to narrow your interests. Combine the subjects you have been using with the following terms:

History	Treaties	Children	Social life and customs
Missions	Biography	Language	Government relations

Step 4: If you have found no information and are feeling frustrated - ASK A LIBRARIAN FOR HELP!

Step 5: Do you have a periodicals index at your library? If so, try steps 2 and 3 in this index. If there is more than one index in your library, use whichever one indexes the more scholarly publications in the humanities and social sciences.

Step 6: Attempt an Internet search. Select a search engine, such as *Yahoo!* or *Hotbot*. Type in subject terms you have been using. If you get a lot of "hits," do not spend all day looking through them. Try scanning the first thirty or so. Caution: information on the Internet is not always reliable or of very good quality - consult your librarian on how to evaluate web sites.

* "Citizen Potawatomi Nation." Internet. http://www.potawatomi.org
  This site is the official site for the Potawatomi Nation, and provides news, contacts, and links to other Potawatomi sites of interest.

Step 7: Explore an area that interests you! Below are print and Internet resources which pertain to a certain aspect of Potawatomi culture.

History

* Clifton, James A. *The Prairie People: Continuity and Change in Potawatomi Indian Culture 1665-1965*. Lawrence, KS: Regents Press of Kansas, 1977.
* "Potawatomi History." Internet. http://www.dickshovel.com/pota.html

Biography

* Johansen, Bruce E. and Donald A. Grinde. *The Encyclopedia of Native American Biography*. New York: Henry Holt and Company, 1997.
  Look in index under Potawatomi. Note the "For More Information" sections.

Language

* "Prairie Band Potawatomi Language." Internet.
  http://www.public.iastate.edu/~jsmckinn/pbp_orthography.html
  Links to a dictionary. Able to hear words pronounced.

Literature and Folklore

* "Potawatomi Web Mzenegenek - Books." Internet.
  http://www.ukans.edu/~kansite/pbp/books/b_frame.html
  Potawatomi language documents and materials on history and culture, all online.
* Clements, William M. and Frances M. Malpezzi. *Native American Folklore, 1879-1979: An Annotated Bibliography*. Athens, OH: Swallow Press, 1984.
  Potawatomi folklore is under the "Midwest" heading.

Fine Arts

* "Native American Dioramas." Internet. http://www.exhibits.lsa.umich.edu/Virtual.Museum/Anthro/Nat.Am./Nat.Amindex.html
  Pictures of Native American cultures, including Potawatomi, Chippewa, and Ottawa.
* "Grass Dancing." Internet. http://www.up.net/~hvl/grass.htm

Ritual

* Landes, Ruth. *The Prairie Potawatomi: Tradition and Ritual in the Twentieth Century*. Madison, WI: University of Wisconsin Press, 1970.

Step 8: Use local resources for more information. Be creative in discovering community members as sources for oral history and cultural information.

* "Potawatomi Genealogy." Internet. www.ukans.edu/~kansite/pbp/gen/g_intro.html
  Provides research information, Potawatomi family trees, and the opportunity to share family stories. Might provide you with ideas to research your own family.

Always remember the librarian is there to assist you!
Don't hesitate to ask questions!

Lisa Bier
LIS 382L.3
October 8, 1997
Dr. Loriene Roy
Pathfinder Assignment

Introduction to the Culture of Santa Clara Pueblo:

A Pathfinder

Santa Clara Pueblo is located thirty miles north of Santa Fe, New Mexico. Santa Clara is one of nineteen villages, or pueblos, in the state, the people of which are collectively referred to as Pueblo Indians.

The Pueblo Indians of the American Southwest are unique in American indigenous populations in the fact that many of them still live in the same permanent pueblos or villages that their ancestors built before the time of European colonization. The pueblos were originally politically and linguistically separate from each other. Each pueblo has retained its individuality. The people of these pueblos subsisted until recently through farming and some hunting. Today the pueblos are known for their beautiful traditional pottery, casinos, and as popular destinations for tourists. That these groups have retained at least some of their ancestral land as well as many traditional ways is only one of the intriguing facets of the Pueblo world.

The pueblos have a rich archaeological, cultural and artistic record, and much has been written about them as an associated cultural group. Unfortunately, information written unique to each pueblo is more limited (except in the cases of the larger or more well-known pueblos, such as Zuni, Acoma, and Taos).

The purpose of this pathfinder is to assist students, educators, and the general public in locating information about Santa Clara Pueblo. This pathfinder is being

compiled for the Four Directions Project, which focuses on technology and cooperation among Native American schools, in hopes that it will be a useful resource for them.

Appropriate sources for this pathfinder will include the following types of material:

A) Those dealing with Santa Clara Pueblo specifically.

B) Those providing background and/or historical information on the Pueblo culture.

C) Ready-reference works such as encylopedias.

D) Those which will lead the reader to more indepth material, including contact information of organizations.

Methodology:

I began the search for sources with UTNetCAT, the online catalog of the University of Texas at Austin, which yielded a large number of items pertaining to the Pueblo culture as a whole, but very few were specific to Santa Clara. More useful were the reference books, such as encyclopedias, which contained bibliographies specific to Santa Clara. I looked at the online version of Books in Print, which confirmed the small amount of publications dedicated to Santa Clara. Then I looked at Anthropological Literature on UT Library on Line. Finally, I looked on the World Wide Web. I am only including contact information from the Web, since I am not personally qualified to evaluate the reliability of sites.

BIBLIOGRAPHY

Encyclopedias

Sturtevant, William C., editor. *Handbook of North American Indians*. 17 vols. Washington, DC: Smithsonian Institute, 1978- .

This work is truly more of an encyclopedia than a handbook and is an excellent resource. Articles by subject experts range from archaeology and art to sociology and ethnobotany. Volume 9, edited by anthropologist Alfonso Ortiz (a Pueblo Indian himself) is dedicated entirely to the Pueblo Indian culture. It contains a ten page section on Santa Clara and a bibliography.

Johansen, Bruce E. *The Encyclopedia of Native American Biography: Six Hundred Life Stories of Important People from Powhatan to Wilma Mankiller*. New York: Henry Holt, 1997.

This biographical work brings together the life stories of over 600 significant Native Americans. Some of the brief sketches include photographs. Indexed by name as well as tribe.

Statistical Reference

Reddy, Marlita A. Editor. *Statistic Record of Native North Americans*. Washington, DC: Gale Research, Inc., 1993.

Contains statistical data on many aspects of Native American life, broken down by tribe, age group, etc. Topics covered include family, history, education, culture, health

and health care, and business and industry. Section on culture includes a table on traditional occupations held by residents of reservations. Indexed by tribe or reservation and subject of table.

Indexes

Hendon, Julia A., editor. *Anthropological Literature: An Index to Periodical Articles and Essays*. Cambridge, MA: President and Fellows of Harvard College, 1979- .

This index is available in print format as well as online. Indexes anthropological literature, which may provide more

Subject Guide to Books in Print. New York: R.R. Bowker, 1996.

This is a listing of all books currently in print and is indexed by subject. Gives complete ordering information if the title is not available at a library.

RLIN Bibliographic File. Stanford, CA: Research Libraries Information Network, 1997.

This is an online database which contains the titles of over 27 million works held by university libraries and historical societies, among other places. Can be searched by subject. The works may not all be available, but many can be accessed via inter-library loan.

Monographs

Brody, J.J. Beauty from the Earth*: Pueblo Indian Pottery from the University Museum of Archaeology and Anthropology*. Philadelphia: The Museum, 1990.

This is a museum catalog of a collection of Pueblo pottery. Covers the archaeological background of the area and its earliest artists. Commentary is primarily

from an art and art history point of view, and discusses pottery technology, changes in the pottery in relation to known historic events, and the patron-artist relationship.

Dittert, Alfred E., Jr. and Fred Plog. *Generations in Clay: Pueblo Pottery of the American Southwest*. Flagstaff, AZ: Northland Press, 1980.

This book describes two thousand years of pottery making by the Pueblo Indians and their ancestors. The book is approximately evenly divided between precontact pottery and that created since colonization. A large section focuses on the revitalization of the craft which occurred late in this century.

Hill, W.W.. *An Ethnography of Santa Clara Pueblo*. Albuquerque: University of New Mexico Press, 1982.

Most of the fieldwork which yielded this book was conducted before the 1960's. It is an exhaustive report of the minute details of life at Santa Clara. It would probably be best used as a reference work due to its compulsively meticulous style, and is equipped with a good index and glossary. Covers most conceivable aspects of Santa Clara life.

Knaut, Andrew L. *The Pueblo Revolt of 1680: Conquest and Resistance in Seventeenth Century New Mexico*. Norman, OK: University of Oklahoma Press, 1995.

The Pueblo Indians were the only indigenous group in North America to repel colonizers from the New World for any length of time. In 1680, the Spanish were expelled from what was then New Spain, and did not return for twelve years. This book relates that era. Indexed.

Mails, Thomas E. *The Pueblo Children of the Earth Mother*. 2 vols. New York: Doubleday and Company, Inc., 1983.

A vast and indepth look at the Pueblos covering from preconttact times to the early 1980's. Covers art, architecture, material culture, ritual, and social aspects. Contains a brief section specific to Santa Clara. Good index and many illustrations.

Ortiz, Alfonso, editor. *New Perspectives on the Pueblos*. Santa Fe: School of American Research, 1972.

This is a compilation of scholarly articles which study the linguistics, ethnology, ritual, culture, and world-view of the Pueblos. Intended audience is mostly college level. Indexed with much information specific to Santa Clara.

Sando, Joe. *Pueblo Nations: Eight Centuries of Pueblo Indian History*. Santa Fe: Clear Light Publishers, 1992.

This book is a survey of the history and culture of the nineteen groups which together make up the Pueblo people. Covers pre-history, the Spanish conquest, dealings with the United States from territorial times on, and current issues. The pueblo viewpoint is particularly well represented, as in a chapter dealing with native feelings toward the Columbus Quincentenary. Also contains a chapter of short biographies of notable Pueblo people. Appendix includes an historical outline, the All-Indian Pueblo Council Constitution, and population statistics. No index.

Lonewolf, Joseph and Peter Bloom. *Pottery Jewels of Joseph Lonewolf*. Scottsdale, AZ: Dandick Company, 1975.

A mostly photographic essay on Joseph Lonewolf of Santa Clara Pueblo, here referred to as the finest Pueblo potter who ever lived. Includes Lonewolf's philosophy of pottery, in terms of both the mechanics of pottery making and in relation to tradition and mythology. Detailed look at Lonewolf's techniques of pottery forming, glazing and firing.

Juvenile Literature

Hoyt-Goldsmith, Diana. *Pueblo Storyteller*. New York: Holiday House, 1991.

The story of April, a young girl from Cochiti Pueblo who lives with her grandparents and learns about traditional ways, such as cooking, dancing, legends, and making pottery, from them. Uses many Cochiti words and has a glossary of the words and their pronunciation. 5th to 6th grade reading level.

Keegan, Marcia. *Pueblo Boy: Growing Up in Two Worlds*. New York: Cobblehill Books, 1991.

Gives a good introduction to Pueblo life from a ten-year old boy's point of view. Emphasizes that retaining the traditional lifestyle is not incompatible with appreciating aspects of modern life. About 4th grade reading level.

Additional Titles Which Were Not Available for Review

Monographs

Blair, Mary Ellen and Laurence R. Margaret Tafoya: *A Tewa Potter's Heritage and Legacy*. West Chester, PA: Schiffer Publishing, 1986.

Frank, Larry and Francis H. Harlow, *Historic Pottery of the Pueblo Indians*. Boston: New York Graphic Society, 1980.

Gutierrez, Ramon. *When Jesus Came, the Corn Mothers Went Away: Marriage, Sexuality and Power in New Mexico, 1500-1846*. Stanford: Stanford University Press, 1991.

Hughes, Phyllis;. *Pueblo Indian Cookbook: Recipes from the Pueblos of the American Southwest.* Santa Fe: Museum of New Mexico Press.

LeFree, Betty. *Santa Clara Pottery Today.* Albuquerque: University of New Mexico Press, 1975.

Ortiz, Alfonso. *The Tewa World: Space, Time, Being, and Becoming in a Pueblo Society.* Chicago: University of Chicago Press, 1969.

Scully, Vincent. *Pueblo: Mountain, Village, Dance*. New York: Viking Press, 1975.

Silverberg, Robert. *The Pueblo Revolt*. Lincoln, NE: University of Nebraska Press, 1994.

Trimble, Stephen. *Talking with the Clay: The Art of Pueblo Pottery*. Santa Fe: School of American Research, 1987.

Wormington, H.M. *The Story of Pueblo Pottery.* Denver: Denver Museum of Natural History, 1965.

Juvenile Titles

Clarke Mott, Evelyn. *Dancing Rainbows: A Pueblo Boy's Story*. New York: Cobblehill Books, 1996.

Yue, Charlotte and David. *The Pueblo.* Boston: Houghton-Mifflin, 1986.

Videos

Pueblo Renaissance. New York: Cinema Guild, 1976.

Surviving Columbus: The Story of the Pueblo People. Albuquerque: KNME-TV and the Institute of American Indian Arts, 1992.

The Pueblo Peoples: First Contact. KNME-TV and the Institute of American Indian Arts, 1990.

INTRODUCTION TO SANTA CLARA CULTURE:
A PATHFINDER

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Santa Clara Pueblo is a small Native American village located in Northern New Mexico. The people of Santa Clara live a lifestyle that is rich in traditional ways and art. They are part of a larger group, the Pueblo Indians.

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For Introductions and Overviews:

Sturtevant, William C., editor. *Handbook of North American Indians.* 17 vols. Washington, DC: Smithsonian Institute, 1978- .

Volume 9 is dedicated entirely to the Pueblo people. Pages 296-307 pertain to Santa Clara and list a bibliography of other works.

Johansen, Bruce E. *The Encyclopedia of Native American Biography: Six Hundred Life Stories of Important People from Powhatan to Wilma Mankiller.* New York: Henry Holt, 1997.

Contains short biographies of prominent Native Americans. Look in the index under Santa Clara.

To Find Articles and Books:

Hendon, Julia A., editor. *Anthropological Literature: An Index to Periodical Articles and Essays.* Cambridge, MA: President and Fellows of Harvard College, 1979- .

An index to articles about anthropology, art history, demography, economics and more. The online version only goes back to 1984; the print version goes further.

Subject Guide to Books in Print. New York: R.R. Bowker, 1996.

List of all books currently in print indexed by subject. Provides ordering information so a bookstore or library can easily order them.

For More Indepth Information:

Dittert, Alfred E., Jr. and Fred Plog. *Generations in Clay: Pueblo Pottery of the American Southwest*.. Flagstaff, AZ: Northland Press, 1980.

Describes two thousand years of pottery making by the Pueblo Indians and their ancestors.

Hill, W.W.. *An Ethnography of Santa Clara Pueblo.* Albuquerque: University of New Mexico Press, 1982.

Extremely detailed book on all aspects of Santa Clara life before 1965 or so. Indexed very well.

Knaut, Andrew L. *The Pueblo Revolt of 1680: Conquest and Resistance in Seventeenth Century New Mexico*. Norman, OK: University of Oklahoma Press, 1995.

Covers the period of time during which the Pueblo peoples expelled the Spanish colonizers from New Spain, the only time a North American indigenous group has done this.

Ortiz, Alfonso, editor. *New Perspectives on the Pueblos*. Santa Fe: School of American Research, 1972.

This is a compilation of scholarly articles which study the linguistics, ethnology, ritual, culture, and world-view of the Pueblos. Intended audience is mostly college level. Indexed with much information specific to Santa Clara.

Sando, Joe. *Pueblo Nations: Eight Centuries of Pueblo Indian History*. Santa Fe: Clear Light Publishers, 1992.

Covers Pueblo pre-history, the Spanish conquest, dealings with the United States from territorial times on, and current issues. The pueblo viewpoint is particularly well represented.

Organizations:

The Pueblo Indian Cultural Center, 2401 12th St. NW, Albuquerque, NM 87102
1-800-843-7270, http://hanksville.phast.umass.edu/misc/PCC.html

A cultural center and museum owned cooperatively by the nineteen pueblos which is a good source for further information.

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University of Texas at Austin

Graduate School of Library and Information Science

An Introduction to Seminole Culture

A Pathfinder

LIS 382L.3
Information Resources in the Social Sciences
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By
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Citation manuals:

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. New York: Modern Language Association of America, 1995.

Li, Xia and Nancy B. Crane. Electronic Styles: A Handbook for Citing Electronic Information. New Jersey: Information Today, Inc., 1996.

I. Introductory Information

The word "Seminole" is believed by historians to be derived from the Spanish word "Cimmaron", or "out cast". The Seminole are an indigenous people of the Eastern Woodlands who speak a Muskogean language. They separated from the Creek tribe in the 18th century. To escape white infiltration they fled to Florida where they absorbed remnants of the Apalachee tribe and runaway slaves. They fought Andrew Jackson (1817-1818) and, led by Osceola, again battled U.S. forces in the Seminole War (1835-1842). After the war most of the Seminole Nation was moved to Indian territory in Oklahoma, where they became one of the Five Civilized Tribes. As of 1990 there were 13,797 Seminoles in the United States.

The purpose of this pathfinder is to identify introductory information (e.g., history, customs, dress, art, foods, way of life, literature) on the culture of the Seminole tribes of Florida and Oklahoma, through sources and reference tools available in a public library setting. The pathfinder was written specifically for the use of Four Directions participants and Ahrachkee Day School. Sources were chosen with a specific audience of upper elementary students (grades 3 through 5) and their teachers. For the students, I felt reference sources like specialized and general encyclopedias, dictionaries, almanacs, other basic reference books, and Internet, would serve them best in their search for information concerning the tribe's dress, art, dance, and way of life. The sources would also offer the students information about the tribes historical background. For the teachers, I still included the basic reference tools and Internet, with which they could acquaint themselves with the topic. But they might need children's literature books to supplement their teaching about the tribe or Native Americans in general. Being fully aware that the client's library probably would not have the exact book I had access to, I supplied the terms that could be combined with "Indians of North America" to find comparable sources that would meet their needs.

Dictionaries	**Oklahoma**	**Art**
Pictorial works	**Bibliography**	**History**
Social life and customs	**Florida**	**Wars**
Encyclopedias	**Folklore**	**Music**
Juvenile Literature	**Chronology**	**Food**
Directories	**Legends**	**Dances**

Here are some suggestions as to how combined subjects term searches would look like:

Indians of North America--Pictorial works
Indians of North America--Juvenile Literature--Bibliography
Indians of North America--maps
Indians of North America-- Encyclopedias
Indians of North America--History

To address the needs of teachers, I searched AskERIC, available online, and which has search capabilities, for any curriculum guides that might have been submitted for the purpose of teaching the topic. I was not able to include ERIC because my pathfinder's setting is for a public library. For this group, basic reference tools would be just as helpful to familiarize themselves with the necessary information about the tribe. I also looked at reference books listing children's literature that could be incorporated into teaching the unit. In creating this reference tool, I strived to supply appropriate sources that would:

A.) assist students (grades 3 through 5) and teachers at the elementary level in attaining basic information and material about the tribe's culture.

B.) assist teachers in locating children's literature to incorporate into the unit.

C.) give teachers some ideas and curriculum guides on how to go about teaching a unit about the tribe.

To begin my search, I did what I do many times when I can not find enough material a patron needs. I pull reference books, like the reference book *Encyclopedia of Native American Tribes*, or circulating books I know have the information the patrons are looking for. I will look up their cataloging records to see what subject headings the cataloger used to classify them. If no books are in our collection on the topic, I must then turn to searching subject heading terms supplied in the *Library of Congress Subject Headings*. In this case I used it to cover as many subject heading possibilities as possible.

II. Annotated Bibliography

Style Manuals:

1. Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. New York: Modern Language Association of America, 1995.

This book helped me in properly documenting by print sources in my bibliography. It also provides instruction for citation formats in other media formats like videos, soundrecordings, etc. It also includes miscellaneous sections concerning choosing a topic, using a library, common abbreviations, etc.

2. Li, Xia and Nancy B. Crane. Electronic Styles: A Handbook for Citing Electronic Information. New Jersey: Information Today, Inc., 1996.

This book helped me in citing web pages, giving the necessary information for a user to go back to works cited. It provides insruction on documenting all types of electronic sources (e.g. videos, radio shows, televison shows, etc.) It also provides formats in APA and MLA styles.

Encyclopedias:

3. Ready Reference: Native Americans. Pasadena: Salem Pres, Inc., 1995.

This source provides basic information for each tribe in the United States. I chose this source primarily for teachers, who would need to get acquainted with the topic. Aside from just basic information, the coverage of all aspects of Seminole life are covered.

4. Waldman, Carl. Encyclopedia of Native American Tribes. New York: Facts on File Publications. (1988).

I chose this source primarily for the students. The source is readable, with colorful illustrations, larger print, and provides basic information for each tribe. Articles are arranged alphabetically according to the tribe's name.

Directories:

5. Jaszczak, Sandra, ed. Encyclopedia of Associations. 32nd ed. Detroit: Gale Research, 1992.

A valuable source for finding information on nonprofit organizations and what organizations exist according to user's interest. Entries are arranged alphabetically under 18 broad topics. Entries include organization name, address, description of organizations, publications, and other key information about each entry. In the title keyword index, several entries appear under "Native Americans". But teachers can make valuable use by getting in contact with these organizations to get information or material not generally available elsewhere.

6. Library of Congress Subject Headings. 20th ed. Washington: Cataloging Distribution Service, 1997.

Since most libraries use LSCH in cataloging, I utilized this source in locating other possiblities of subject headings that can be used to find materials in card catalogs or online catalogs. Under "Indians of North America" I found endless possiblities.

7. Scanlon, Christopher P., ed. The Video Source Book. 19th ed. Detroit: Gale Research, 1997/98.

This source is a directory of video products on more that 125,000 subjects including business, entertainment, the arts, health, and education. Title entries are arranged alphabetically by title. Three indexes provide access to titles by subject, credits, and format indexes. Looking under "Native Americans", I found a number of pertinent titles, one good example being *Seminole Indians*. Many entries include information like description of the program, audience, level, format, and ordering information keyed to a list of publisher addresses located at the back of the second volume.

8. Standard Directory of Periodicals. 20th ed. New York: Oxford Communications, Inc., 1997.

This source was able to give me any existing publications by or about the Seminole Indians. It also listed many general Native American publications. The book lists title of periodicals by 248 subject categories. It provides a cross reference index to assist the patron in locating a topic. I had to go to ETHNIC first, then Native Americans. Newspapers are listed alphabetically under state, city. I felt that a copy of a publication would serve as an interesting teaching tool.

Bibliographies:

9. Children's Catalog. 17th ed. New York: H.W. Wilson Company, 1996.

This work looks much like other Wilson publications. The catalog consists of four parts: (1) Classified Catalog--arrangement is by Dewey Decimal Classification: easy readers, fiction, etc.; (2) Author, Title, Subject, and Analytical Index; (3) Select List of Recommended CD-ROM Reference Works--consists mostly of multimedia resources of high quality and reference value; (4) Directory of Publishers and Distributors--includes fuller information about the publishers of the books listed.

10. Gillespie, John T. And Corrine J. Naden. Best Books for Children: Preschool through Grade 6. 4th ed. New York: R.R. Bowker, 1990.

This book provides excellent access to children's literature on many given topics and disciplines. Books are listed under subject headings like Biography, Arts and Language, Literature, etc. An alphabetical index allows users to look for books on a given topic. On my particular topic, the source indexed many aspects of Indians of North America--cookbooks, folklore, history, art, etc.

Indexes:

11. AskERIC (Online). http://ericir.syr.edu/cgi-bin/markup_infoguides/CRESS/Indians_Alaska

In searching AskERIC using the same subject headings ("Native Americans" and "curriculum guide"), I located a number of documents that would be of interest to teachers concerning Native Americans and curriculum. They were not necessarily the same documents I found in my ERIC search.

12. Books in Print Plus (CD-ROM). R.R. Bowker. Series v6.25 1196.

I consulted this source to get some titles of books that a patron might like to see, but their library would not have a copy of. The title could always be ordered through Interlibrary Loan. BIP Plus has the capability of searching by title keyword or subject. Users can even browse by subject keyword (kw=)

Internet Search Engines: Here I listed what search engine I used and then what webpage I found that would be helpful to my patron:

13. InfoSeek. http://www.infoseek.com/

Allows free and fee-based searches. Results displayed by ranked relevancy. Displays term(s) in context. There are 12 browsable subject trees. Useful if looking for broader topics or terms likely to produce many hits. I searched using "Seminole" and "Oklahoma".

14. Johnson, Joe D. "Oklahoma Image Map"
http://www.mstm.okstate.edu/students/jjohnson2/ok-native.htm
September 1997.

This sight listed and described the Five Civilized Tribes: Cherokee, Chicksaw, Choctaw, Creek, and Seminole. It also provided a number of hyperlinked sights under four headings: Education, Tribes and Nations, Collections, Art, and Culture, Other Native American Links. One very useful hyperlink is to AskERIC. It would be very useful for teachers looking for teaching ideas; it does have search capabilities to documents. This page concentrates on tribes in the Oklahoma area.

15. Yahoo! http://yahoo.com/

Yahoo stands for Yet Another Hierarchical Officious Oracle. This search engine has good response time. It is searchable by field and includes links to other search engines. It also has browsable subject trees of 14 broad categories. I searched using "Seminole" and Florida".

16. Florida Department of State. "Seminoles of Florida"

http://www.dos.state.fl.us/flafacts/seminole.html
September 1997
This page would be interesting to elementary level students. It provides straight forward information about the tribe, their wars, and biographies about prominent Seminole leaders. The page provides nice hyperlinks to pictures, which would appeal to younger students. And as the title of the page suggests, it focuses on the Seminole tribes in Florida.

17. Excite. http://excite.com/

This Search engine searches 1.5 million of the most popular Web sites. It also searches Usenet news groups; It also includes a browsable subject tree. I searched using "Seminole" and "Florida".

18. "The Seminole Tribe of Florida"
http://www.seminoletribe.com
September 1997.

I found this page more in-depth concerning the Seminole tribes in Florida. It was divided into five sections: History, Culture, Economic Devlopment, Government, and Gift Shop. The Gift Shop is still in the process of being constructed, but this would be a great way for teachers to have access to Seminole art that illustrates a rich part of their culture.

INTRODUCTION TO SEMINOLE CULTURE

Seminole tribes reside in Oklahoma and Florida. They originated from a tribe known as Creeks. This pathfinder will assist you in locating information about this tribe's culture.

A good place to start looking for reference books and circulating books available at your library is it's library's card catalog or online catalog. Use the terms below to combine with "Indians of North America"

Poetry	**Directories**	**Biography**	**Food**
Pictorial works	**Dictionaries**	**History**	**Music**
Government relations	**Chronology**	**Florida**	**Art**
Juvenile Literature	**Encyclopedias**	**Mythology**	**Dances**
Social life and customs	**Bibliography**	**Oklahoma**	**Legends**

Combine terms to focus search to your specific needs. Here are some suggestions:

Indians of North America--Juvenile Literature--Bibliography
Indians of North America-- Encyclopedias
Indians of North America--History

- **For general information about the Seminoles and their culture, begin by consulting a reference work like specialized and general encyclopedias and dictionaries like:** The way to locate a similar work that may be available at your library is to search using
  Indians of North America--Encyclopedias
  Indians of North America--Dictionaries

Ready Reference: Native Americans. Pasadena: Salem Pres, Inc., 1995.

Waldman, Carl. Encyclopedia of Native American Tribes. New York: Facts on File Publications. (1988).

- **To aid in the teaching of the topic, teachers should start by locating books on the tribe or Native American tribes in general.** Using combinations of the subject terms listed above, teachers and students will be able to locate useful books to learn and teach with.

- **Check for more recent books available, but may not be owned by your own library.** First start by looking up children's books available on the topic, either "Native Americans", "Seminole Indians", or "Indians of North America". If after checking your library's catalog and finding out the book is not owned, one may be able to borrow these books by borrowing from another library system through Interlibrary Loan Service, or purchase a copy through a book store. Three good sources for searching children's books are:

Children's Catalog. 17th ed. New York: H.W. Wilson Company, 1996.

Gillespie, John T. And Corrine J. Naden. Best Books for Children: Preschool through Grade 6. 4th ed. New York: R.R. Bowker, 1990.

Books in Print Plus (CD-ROM). R.R. Bowker. Series v6.25 1196.

☞ **Teachers will want to check out education indexes.** They could provide information on what material should be covered. Also through the use of curriculum guides concerning the given topic, teachers can get an idea about how to go about teaching a unit on this tribe or Native Americans in general.

AskERIC. http://ericir.syr.edu/

Teachers can access AskERIC online. It does have some search capabilities to ERIC documents. Use the search terms "Native Americans" and "curriculum guide".

☞ **Videotapes can be great resources in teaching and learning about topics.** In the particular source listed below, search using the heading "Native Americans".

Scanlon, Christopher P., ed. The Video Source Book. 19th ed. Detroit: Gale Research, 1997/1998.

☞ **Organizations might be able to provide additional information and/or materials not generally available.** Consulting the Encyclopedia of Associations, I was able to find a list of countless organizations under "Native Americans".

☞ **The Internet can be a great source for general information.** Using the search terms "Seminole" and "Native Americans" through *Yahoo!* (http://www.yahoo.com), *Excite* (http://www.excite.com), and *Infoseek* (http://www.infoseek.com), I was able to locate the following three webpages.

Johnson, Joe D. "Oklahoma Image Map"
http://www.mstm.okstate.edu/students/jjohnson2/ok-native.htm
September, 1997.

Florida Department of State. "Seminoles of Florida"
http://www.dos.state.fl.us/flafacts/seminole.html
September, 1997.

"The Seminole Tribe of Florida"
http://www.seminoletribe.com
September, 1997.

If you have any further questions, ask your librarian for help.

HISTORY OF ANIMALS IN THE SEMINOLE CULTURE

A PATHFINDER

INFORMATION RESOURCES IN THE SOCIAL SCIENCES
(LIS 382L.3)
FALL 1997
INSTRUCTOR: PROFESSOR LORIENE ROY

SUBMITTED BY:

JEFFREY A. SEWELL
OCTOBER 8, 1997

INTRODUCTION

The Seminoles, a Native American tribe located in the southeastern section of the United States, are actually of Creek origin. During the eighteenth century, migrants left the Creek towns in Georgia and settled in the swamplands of present day Florida. These individuals were given the collective name "Seminole" which means "separatist" or "runaway." Population of the Seminole tribes increased when slaves joined their ranks to escape the harsh treatment from European colonizers.

According to history and tradition, animals played an important role in Seminole culture. This was largely due to the surrounding environment. Because the land proved to be unsuitable for farming, the Seminoles lived more by hunting and fishing than by agriculture. A typical "Seminole diet" consisted of small mammals, fish, fowl, and even reptiles. Dependent upon animals for their own survival, these Native Americans developed legends and myths about them. In addition, the Seminoles employed animal characteristics in their dances and organized their clans by animal type including Panther, Otter, and Alligator.

The overall purpose of this pathfinder is to assist the user with finding information about the history of animals in Seminole culture using resources available at a research or academic library. Many of the items can also be obtained in a public library or through an interlibrary loan service. Since animals appear frequently in Seminole folklore, this area is strongly emphasized. Specifically, this pathfinder was prepared for Ms. Marisa Schnirman, an elementary school teacher at the Ahfachkee School in Clewiston, Florida. Situated on the Big Cypress Reservation, the Ahfachkee School is participating in the Four Directions Program which integrates the teaching of Native American culture with current technologies.

When deciding on materials to add or exclude from the pathfinder, I focused primarily on sources that an educator might use for preparing a class. An equally important

objective was to find books suitable for younger children. Generally speaking, people interested in this topic will probably want the following information:

1) actual Seminole myths or legends consisting of animal references;

2) dictionaries and encyclopedias that define and explain important animal characters; and

3) articles or essays discussing animal symbolism and imagery in Seminole culture.

I began looking for appropriate sources by conducting searches on UTCAT Plus, the online catalog of The University of Texas at Austin. To locate items, I combined the subject "Indians of North America" with these terms: Art; Dances; Drama; Folklore; History; Juvenile Literature; Legends; Music; Mythology; Pictorial Works; Poetry; and Social Life and Customs. Next, to obtain a better background for this topic matter, I reviewed entries in Native American encyclopedias and specialized dictionaries such as the *Encyclopedia of North American Indians* and the *Dictionary of Native American Mythology*. Then, I browsed the Internet by using search engines like *Yahoo!* to find electronic resources.

Two other factors guided me while compiling this pathfinder. First, even though the Seminoles originated in Florida, many of them were forcibly relocated to the "Indian Territory" in what is now present day Oklahoma. Nevertheless, because the actual client for this project is a tribal school in Florida, I purposefully limited my search to sources dealing with this state and its surrounding area. Second, the Seminoles adopted many customs and legends from neighboring tribes. As one scholar noted, "It is difficult to speak of a distinct Seminole mythology and folklore since their tales have recognizable elements common to the entire region of the Southeast."[1] Consequently, to trace the history of animals in Seminole culture, it is often necessary to look at other Native American cultures within the same part of the country (Creek, Cherokee, etc.).

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[1]Robert F. Greenlee, "Folk Tales of the American Seminole," *Journal of American Folklore* 58 (1945) : 140.

BIBLIOGRAPHY

Encyclopedias:

1. Dixon-Kennedy, Mike. *Native American Myth & Legend*. London: Blanford, 1996.

Native American Myth & Legend is a work of major characters found in Indian folklore. A large portion of the entries refer to animals. Subjects are arranged in alphabetical order with cross references to related topics. This source does not have an index, but does have maps of Indian populations and a bibliography of works on Indian myths and legends.

2. *Encyclopedia of North American Indians*. New York: Houghton, Mifflin Company, 1996.

Articles covering factual information on Native Americans can be found in the *Encyclopedia of North American Indians*. Indian social life and customs are analyzed in sufficient detail. There is a separate entry about the Seminoles.

General Histories and Surveys:

3. Bierhorst, John. *The Mythology of North America*. New York: William Morrow and Company, 1985.

In *The Mythology of North America*, the author, John Bierhorst, offers a general overview of the myths found among Native American regions. An entire chapter devoted to the "Lost Worlds of the Southeast," discusses the "rabbit trickster," the "council of animals," and other themes that are a part of Creek and Seminole legends. This book also has maps of Indian cultures and an index.

4. Burland, Cottie. *North American Indian Mythology*. London: Paul Hamlyn, 1965.

North American Indian Mythology reviews the patterns and elements that run through American Indian legends. The book is divided into twelve chapters based upon geographic areas. One section entitled "The Mound Builders in the Southeast" sheds some light on animal stories that parallel Seminole folktales. This source has beautiful photographs of animal objects and a list of the chief gods and spirits referred to in Native American mythology.

5. Weisman, Brent Richards. *Like Beads on a String: A Culture History of the Seminole Indians in Northern Peninsular Florida*. Tuscaloosa, AL: University of Alabama Press, 1989.

A multidisciplinary work, *Like Beads on a String* examines the Seminole tribe's past through the fields of history, anthropology, and archaeology. The importance of animals in Seminole culture is mentioned throughout the book. Hunting, cattle herding, and the use of animals in rituals are examples of the information discussed.

Dictionaries:

6. Gill, Sam D. and Irene F. Sullivan. *Dictionary of Native American Mythology*. Santa Barbara, CA: ABC-CLIO Inc., 1992.

An extremely impressive work, the *Dictionary of Native American Mythology* explains the subjects, symbols, and rituals which are a part of native, North American legends. Each entry is followed by a particular tribe or culture area to identify the term's origin. Cross references appear in the text of entries to assist in locating information. One of the more useful features is the "Index by Tribe." This index facilitates research on specific tribes (such as the Seminole) and is arranged alphabetically.

Anthologies:

7. Lankford, George E. *Native American Legends. Southeastern Legends: Tales from the Natchez, Caddo, Biloxi, Chickasaw, and Other Nations*. Little Rock, AR: August House Inc., 1987.

Ascertaining the central themes in Indian mythology is the purpose behind *Native American Legends*. This anthology is organized by introducing a general subject, like "Tricksters," followed by stories from different tribes related to the subject. Seminole legends are not represented, but there are a large number of tales from the Creeks and the Cherokees.

8. Sturtevant, William C., ed. *A Seminole Source Book*. New York: Garland Publishing Inc., 1987.

In *A Seminole Source Book*, William C. Sturtevant collects major, anthropological reports concerning the Seminole Indians. The coverage of these reports is rather broad. Nevertheless, they explore topics such as the Seminole clans (many of which were named after animals); Seminole dances (the "Turkey Dance," the "Catfish Dance," etc.); and the pronunciation of animal names in Seminole languages (Okeechobee and Miami).

9. Swanton, John R. *Myths and Tales of the Southeastern Indians*. Bureau of American Ethnology Bulletin 88. Washington DC: Government Printing Office, 1929.

Myths and Tales of the Southeastern Indians is a highly respected source of southern Indian myths and legends. The author, John R. Swanton, worked as an anthropologist with the Bureau of American Ethnology. During his tenure, Swanton obtained stories from the Creeks, Choctaws, and Chickasaws. While this volume does not contain Seminole

folktales, there is a substantial amount of material from the Creek Indians who are directly related to the Seminoles.

Bibliographies:

10. Haywood, Charles. *A Bibliography of North American Folklore and Folksong. Volume Two: The American Indians North of Mexico, Including the Eskimos.* 2nd ed. New York: Dover Publications Inc., 1961.

Although this resource is retrospective in coverage, Haywood's *A Bibliography of North American Folklore and Folksong* provides a wealth of information on Native American cultures. It is well organized and easy to use. The volume on American Indians begins with a general bibliography about subjects such as folklore, music, and dance. Haywood arranges the second part of this source by culture areas (Southeastern Area), then by specific tribes (Seminole, Creek, etc.).

11. Kersey, Harry A., Jr. *The Seminole and Miccosukee Tribes: A Critical Bibliography.* Bloomington, IN: Indiana University Press, 1987.

Written in essay form, *The Seminole and Miccosukee Tribes: A Critical Bibliography*, is a selective listing of works on these Native Americans who are indigenous to Florida. This bibliography actually reads like a short history; important sources are set off with italics in the text. Sources also appear in the index under the last name of the author.

12. Ullom, Judith C., comp. *Folklore of the North American Indians: An Annotated Bibliography.* Washington DC: Government Printing Office, 1969.

The bibliography, *Folklore of the North American Indians*, is unique in that it describes resources which are appropriate for children. It is divided into two sections -- "General Background" and "North American Culture Areas." An entire chapter is dedicated to the Southeast region, the habitat of the Seminoles. Children's works featuring animal characters are highlighted.

Periodicals and Journals:

13. *Florida Historical Quarterly.* Tampa, FL: Florida Historical Society; University of South Florida, (published quarterly).

Florida Historical Quarterly includes essays, documents, and reviews that pertain to Florida's history. While all aspects of this state's history are covered, a significant number of articles focus on the Seminole Indians. An author-title index appears at the end of each volume.

14. *Journal of American Folklore.* Arlington, VA: American Folklore Society, (published quarterly).

The *Journal of American Folklore*, first published in 1888, is an important resource for this field of study. It contains scholarly articles from disciplines like anthropology, history, and sociology. In addition, there are reviews of current books, films, and videotapes. *American Folklore* is available in paper and microfilm formats and can be searched in major humanities or social science indexes. The following articles, found in *American Folklore*, deal directly or indirectly with animals in Seminole culture:

Robert F. Greenlee. "Folk Tales of the Florida Seminole." *Journal of American Folklore* 58 (1945): 138-144.

John R. Swanton. "Animal Stories from the Indians of the Muskhogean Stock (Natchez, Alabama, Koasati, Hichiti, and Creek)." *Journal of American Folklore* 26 (1913): 193-218.

Internet Resources:

15. "The Seminole Tribe of Florida"
http://www.seminoletribe.com
(October, 1997).

"The Seminole Tribe of Florida" is an excellent website. It is composed of separate webpages each designed around a certain area of study. Three pages are directly related to the topic of animals in Seminole culture: http://www.seminoletribe.com/culture; http://www.seminoletribe.com/culture/legends.html; and http://www.seminoletribe.com/culture/storyteller.html. Another feature of this website is an "electronic bibliography" of resources about the Seminoles.

16. "Seminole Storytelling"
http://www.gate.net/~semtribe/legends/backcvr.html
(October, 1997).

The site, "Seminole Stórytelling," offers a virtual look at *Legends of the Seminoles*, written by Dr. Betty Mae Jumper. Highlights include excerpts from Dr. Jumper's book.

17. "Seminole Tribe of Florida Email Composer"
http://www.gate.net/~semtribe/template/sendit.html
(October, 1997).

Information can be accessed through the Internet in various ways. One form that should not be overlooked is electronic mail. The "Seminole Tribe of Florida Email Composer" allows individuals to send messages directly to this tribe. Responses to questions are sent by email or by telephone.

Children's Resources:

18. Arnott, Kathleen, comp. *Animal Folk Tales Around the World.* London: Blackie & Son Limited, 1970.

As the title implies, this book is a collection of animal stories from various nations. Older elementary students will find the tales easy to read. Of particular interest are two Native American legends which originated in the Southeastern United States -- "The Chief of the Water Snakes," and "Why Rabbits have Short Tails."

19. Brown, Virginia Pounds and Laurella Owens, comps. and eds. *Southern Indian Myths and Legends.* Birmingham, AL: Beechwood Books, 1985.

Southern Indian Myths and Legends brings together the stories developed by Native American tribes living in the Southeastern section of the United States. A majority of the tales were rewritten from anthropological sources. Six of the legends are of Seminole origin. Each story is short enough to be read to younger children. Older children can enjoy reading them on their own. This book contains illustrations, a map of Southern tribes, and a bibliography.

20. Hausman, Gerald, comp. *How Chipmunk Got Tiny Feet: Native American Animal Origin Stories.* New York: HarperCollins Publishers, 1995.

Beautifully illustrated, *How Chipmunk Got Tiny Feet* includes seven Indian folktales devoted to animals. Although there are no Seminole legends, two of the stories come from the Creeks (the forefathers of the Seminoles); namely, "How Bat Learned to Fly," and "How Possum Lost His Tail."

21. Jumper, Betty Mae. *Legends of the Seminoles.* Sarasota, FL: Pineapple Press, 1994.

Dr. Betty Mae Jumper, the author of *Legends of the Seminoles*, is a Native American and a member of the Seminole Tribe. She is also an avid storyteller. In *Legends of the Seminoles*, Dr. Jumper recounts actual folktales she listened to as a child. The value of this book lies in its authenticity.

22. Scheer, George F., ed. *Cherokee Animal Tales.* New York: Holiday House, Inc., 1968.

Cherokee Animal Tales is a collection of thirteen short stories that younger children can listen to or read by themselves. The introduction discusses the role of animals in Cherokee folklore such as the Rabbit, also known as the "Trickster" or "Deceiver." Pencil sketches of animal characters complement the book. (The Cherokee are a neighboring tribe of the Seminole.)

Style Manual:

22. Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 4th ed. New York: The Modern Language Association of America, 1995.

I used the *MLA Handbook* for documenting sources in my bibliography. This resource provides instruction for properly writing citations.

HISTORY OF ANIMALS IN THE SEMINOLE CULTURE
A PATHFINDER

Prepared by: Jeffrey A. Sewell

Animals played a large role in Seminole culture. Legends about animals have been passed down through generations by tribal elders. These Native Americans emulate animal movements in their ceremonial dances and organize their family units according to animal species. This pathfinder can aid the user in finding resources on this topic.

⇒ **FIRST, begin looking for reference books and other resources by examining your library's card catalog or online public access catalog, also known as an OPAC. Combine the subject "Indians of North America" with the following terms:**

Art	Folklore	Legends	Pictorial Works
Dances	History	Music	Poetry
Drama	Juvenile Literature	Mythology	Social Life and Customs

⇒ **SECOND, consult encyclopedias and specialized dictionaries for general information on the history of the Seminoles and their culture.**

Encyclopedia of North American Indians. New York: Houghton, Mifflin Company, 1996.
Brief, factual articles about the Seminoles and Native American social customs.

Gill, Sam D. and Irene F. Sullivan. *Dictionary of Native American Mythology.* Santa Barbara, CA: ABC-CLIO Inc., 1992.
Definitions of characters, symbols, and rituals found in North American legends.

⇒ **THIRD, review scholarly essays on the use of animals in Seminole culture and the subject of animals in Native American mythology.**

Sturtevant, William C., ed. *A Seminole Source Book.* New York: Garland Publishing Inc., 1987.
Reports and studies concerning the social life of the Seminole Indians. Contains references to clans, "animal-type" dances, and hunting methods.

Swanton, John R. *Myths and Tales of the Southeastern Indians.* Bureau of American Ethnology Bulletin 88. Washington DC: Government Printing Office, 1929.
Collection of southern Indian myths and legends.

⇒ **FOURTH, expand your research on this topic by studying comprehensive bibliographies.**

Haywood, Charles. *A Bibliography of North American Folklore and Folksong. Volume Two: The American Indians North of Mexico, Including the Eskimos.* 2nd ed. New York: Dover Publications Inc., 1961.
An extensive listing of sources on Native American folklore, music, and dance.

Kersey, Harry A., Jr. *The Seminole and Miccosukee Tribes: A Critical Bibliography.* Bloomington, IN: Indiana University Press, 1987.
Selective bibliography of historical works.

⇒ **FIFTH, refine your knowledge of this subject and keep informed of current developments by reading articles in specialized journals.**

Journal of American Folklore. Arlington, VA: American Folklore Society, (published quarterly).
Scholarly essays from the social sciences (anthropology, history, sociology) and the humanities (art, literature, music).

⇒ **SIXTH, be sure to scan the Internet for additional data using search engines like *Yahoo!* and *Infoseek*. Websites can be retrieved by inputting terms such as "Native Americans" and "Seminole Indians."**

"The Seminole Tribe of Florida"
http://www.seminoletribe.com
October, 1997.
Internet site consisting of separate webpages explaining Seminole history and culture.

⇒ **SEVENTH, if you are interested in teaching Seminole animal stories to children, locate and obtain the appropriate age-level materials.**

Brown, Virginia Pounds and Laurella Owens, comps. and eds. *Southern Indian Myths and Legends.* Birmingham, AL: Beechwood Books, 1985.
American Indian folktales "rewritten" for children to enjoy.

Jumper, Betty Mae. *Legends of the Seminoles.* Sarasota, FL: Pineapple Press, 1994.
Real stories compiled by a Native American and member of the Seminole Tribe.

⇒ **FINALLY, if you need further assistance, remember to ask your librarian for help!**

SEMINOLE WARS (1815-1900): A PATHFINDER

For 6th-8th grade students and their teachers
at the Ahfachkee School,
Big Cypress Reservation,
Clewiston, Florida.

By

Jennifer M. Payne

Social Science Reference
Fall 1997
Dr. Loriene Roy
October 7, 1997

The Seminole Wars of the Nineteenth Century were a series of conflicts that involved the American, Native American, and African populations of the territory that became Florida. At beginning of the Nineteenth Century, tensions between the United States and the Seminole increased as Americans trespassed onto tribal territory and slave-owners accused the Seminole of illegally sheltering their runaway slaves. These conflicts with the Seminole continued to escalate until war was declared in 1817. General (later President) Andrew Jackson distinguished himself during the First Seminole War (1817-1821). Seminole leader Billy Bowlegs proved a formidable opponent to Jackson whose fame was only overshadowed by that of the great Osceola who led the Seminole during the Second War (1835-1842). During this conflict, the Seminole fought to remain on their lands in Florida, but they were defeated and most were removed to reservations in Oklahoma. The Third Seminole War (1855-1858) involved the few remaining Seminole who wanted to protect the last lands under their control: the wetlands of Southern Florida. Their determination wore down the United States; the Florida Seminole were ultimately allowed to remain on their lands. The chronology of these hostilities can be misleading for while three distinct periods of warfare are recognized, the Seminole continued to resist American hegemony throughout the Nineteenth Century. Students, therefore, should probably consider studying the entire century of struggle and not just the few years of actual warfare.

This pathfinder was developed for the students of the Ahfachkee School on the Big Cypress Reservation in Clewiston, Florida. It is a tribal institution made up of nearly 100 students in grades k-12. While the school's web page did not indicate the extent of its library facility, the students do have access to at least two online computers. The Seminole Tribal Library also has a branch in Clewiston thus students and teachers can utilize this resource for acquiring information.

In preparing this pathfinder, I considered two levels of inquiry. The first level is designed for students who want basic information about the events, people, and locales involved in the Seminole Wars. Resources selected for this Basic Search are written in a clear, easy to understand style and are likely to be available at a school or public library. Encyclopedias, atlases, biographical sources, library catalogs, and back-of-book bibliographies are emphasized for this type of research. and are indicated by a • on the pathfinder. More advanced searches for students and teachers build on this basic level using indexes, published bibliographies, and online searches to access scholarship on the Seminole Wars, the history of Native Americans, and Florida History. This Advanced Search can uncover more in-depth sources such as first-hand battle accounts by veterans of the Seminole Wars, United States government documents relating to the treatment of the Seminole prisoners, or lesson plans that incorporate the Seminole Wars into classroom projects. Resources for this Advanced Search are indicated by a ••.

I accessed the materials represented in this pathfinder through either the online catalog and online indexes at the University of Texas' Perry Castaneda Library or through the online catalog of the Austin Public Library. The juvenile reference section at the Little Walnut Creek branch of APL was particularly useful as was the general reference section in PCL at UT. Internet resources are also included because several were found to be both informative and eye-appealing; they are also a low-cost alternative to books that can be easily accessed by the teacher or students. Overall, I focused on those materials that included bibliographies because the ultimate purpose of this project is to guide middle school students and their teachers to resources on the Seminole Wars beyond those found in the classroom or school library.

Annotated Bibliography for the Seminole Wars Pathfinder.

ENCYCLOPEDIAS and other basic reference works.

1. Ciment, James. Scholastic Encyclopedia of the North American Indian. New York: Scholastic Reference, 1996.

This work incorporates compact articles with high-tech graphics and boldfaces the many terms used that are featured in a mini-dictionary/glossary at the back of the book. While the content may not be highly detailed, it is a good quick-reference and is formatted with a layout that should appeal to the pre-teen student. Look under *Seminole* for a two-page spread that tells the history of the Seminole through tables, photographs, and profiles of tribal leaders.

2. Dictionary of the Indian Tribes of the Americas. Newport Beach, CA: American Indian Publications, 1995.

This three volume set is a comprehensive history of all of the major and many lesser known tribes of native North Americans. Entries provide geographical location, biographical information on noted members, descriptions of rituals, dress and customs, and illustrations where possible. Profiles of pueblos, reservations, and other communities are also featured. Perhaps the most useful aspect of this dictionary is the inclusion of bibliographical sources in all of the articles--even for more obscure tribes. The *Seminole* article's book list should be checked by the student wanting information on the tribe or the Seminole Wars.

3. Handbook of North American Indians, Volume IV: History of Indian-White Relations. Washington DC: Smithsonian Institution, 1988.

This ambitious (incomplete) multi-volume work published by the Smithsonian Institution is probably the most comprehensive resource on the native peoples of North America. The fourth volume of the series, History of Indian-White Relations, includes the article "Indian-United States Military Situation, 1775-1848" by John K. Mahon, that discusses the Seminole Wars in a broader context. Mahon's entry includes maps and illustrations from the time of the Seminole Wars depicting pro- and anti- Seminole sentiments.

4. Ready Reference American Indians. Vol. III. Harvey Markowitz, consulting editor. Pasadena, CA: Salem Press, Inc: 1995.

A concise, two-page summary of the wars is located under the heading *Seminole Wars*. This three volume work is designed for the quick access of information on Native Americans. Each encyclopedic entry begins with a table indicating the culture's geographic area, the language group of the people, the primary location of the tribe, and the population of that tribe according to the 1990 Census. The article is then organized chronologically by century. Major works on the topic are featured in short bibliographies following each article and the editors included extensive cross listings to other relevant topics treated elsewhere in the work. Other subject headings to search under include *Seminole; African-American/American Indian Relations; Bowlegs, Billy; Creek War; and Osceola*

A HISTORICAL ATLAS will give the researcher an understanding of the geographical realities faced during the Seminole Wars.

5. Waldman, Carl and Molly Braun. Atlas of the North American Indian. New York: Facts on File, 1985.

The summary of the Seminole Wars on pages 122 and 123 is the most concise and well written of any researched during this project. While the maps were only two color, they featured the names and dates of what must have been all of the major battles of the Seminole Wars. This work also graphically recounts the struggles between Native Americans and the United States during the history of the Southeast.

BIOGRAPHICAL SOURCES on the people who took part in the conflict.

6. Waldman, Carl. Who Was Who in Native American History: Indians and Non-Indians from Early Contacts through 1900. New York: Facts on File, 1990.

In this Who Was Who, every key individual who fought in the Seminole Wars was listed and cross referenced against the other participants. Any featured illustrations were line drawings, but the entries more than made up for any lack of color or graphic power. Not only were the biographical portraits concisely written in an easy to read style, they were printed in a legible-size type. Easily overlooked warriors from all sides were granted respectably sized entries. This book gets the top prize. Look under the name of the Seminole tribesman or the American military leader you are interested in learning more about. Some good choices are "Osceola," "Alligator," "Jumper," "Billy Bowlegs," "Major Frances Dade," and "General Duncan Clinch."

BOOKS written for middle-school aged students.

7. Andryszewski, Tricia. The Seminoles: People of the Southeast. Brookfield, CT: 1995.

Recounts the history of the Seminole peoples and the Seminole Wars in an easy to read format. Colorful photographs give a graphic account of life among the Florida tribes. Chapter four is devoted to the Second Seminole War focusing mainly on the triumph and later death of the great Seminole leader Osceola.

8. Garbarino, Merwyn S. The Seminole. New York: Chelsea House Publishers, 1989.

Written in a slightly more challenging style, this book covers the history of the Seminole tribe and the Seminole Wars more extensively than the Andryszewski work. While there are fewer color photographs, Gabarino incorporates several illustrations, including political cartoons, that were created during the time of the Seminole Wars thereby giving the student an idea of how the United States perceived its Seminole enemy. Unfortunately there are no cartoons depicting how the Seminole viewed the U.S. The Seminole also features an informative glossary and a "Seminole at a Glance" fact sheet at the end of the book. Its bibliography, while less comprehensive than that in the Andreyszewski work, mentions other resources suitable for middle school readers.

RESEARCH METHODS are particularly useful for more advanced searches.

9. Haas, Marilyn L. Indians of North America: Methods and Sources for Library Research. Hamden, CT: Library Professional Publications, 1983.

An excellent resource on Native American history that outlines basic and advanced search strategies. Haas' landmark work begins with a comprehensive explanation of subject classification and call numbers with examples in the Library of Congress and Dewey Decimal systems. Online databases, library catalogs, handbooks, encyclopedias, and directories are discussed and described as are tips for best utilizing

them. The last section of the book consists of two bibliographies: an annotated listing of books under subject headings such as Folklore, Captives, Libraries, and Missions, and an non-annotated bibliography on the Tribes of North America. While it is written in a clear style, younger students may balk at the methodology described. Teachers and older students may find this an invaluable resource. I would recommend it to anyone planning to study Native American history.

10. Hill, Edward E. Guide to Records in the National Archives of the United States Relating to American Indians. Washington DC: National Archives and Records Service, 1981.

Book outlines what resources on Native Americans are being preserved at the National Archives. While not every researcher will have the opportunity or need to travel to the National Archives, an awareness of what is available can be an asset to any project. Hill discusses the history and classification of many types of records such as those of the Land Management Bureau and the correspondence and of the Seminole Tribal Agency. Several sections were devoted to resources on armed conflict between the United States military and Native Americans including records from the Seminole Wars. Look under the heading *Seminole Indians -- Military and Naval Operations.*

SUBJECT BIBLIOGRAPHIES about the Seminole Wars and other Native American subjects.

11. Hirschfelder, Arlene B. Mary Gloyne Byler, Michael A. Dorris. Guide to Research on North American Indians. Chicago: American Library Association, 1983.

Compilation of English-language sources on Native American peoples from across the United States and Canada including a few important sources on Mexico, Central, and South America. Each title is accompanied by lengthy annotations that identify the author by organization of origin, the tribes associated or mentioned within, and information about the source's citations. The entire bibliography is arranged alphabetically by author and is divided into topics such as general studies, political organizations, Autobiographies, Biographies, Religion, Philosophy, Law, Education, and Literature. This book is best used in conjunction with Haas' Indians of North America, but is a good source for titles when used alone.

13. Prucha, Francis Paul. Bibliographical Guide to the History of Indian-White Relations in the United States. Chicago: University of Chicago Press, 1977.

14. ____. Indian-White Relations in the United States: A Bibliography of Works Published, 1975-1980. Lincoln, NB: University of Nebraska Press, 1982.

These companion bibliographies are the result of sources uncovered during a lifetime of research by a Jesuit professor of history at Marquette University. While not for the casual researcher, thy guide the reader to some unusual and useful sources such as newspaper citations from the time of the Seminole Wars, letters written by soldiers, and other first-hand accounts of battle. These two works, the original 1977 version and a 1982 update, include citations of many hard to find sources published over the past two centuries. All of the citations are arranged alphabetically by author under such subject headings as Military Relations, Indian Education, Legal Relations, and Indian Affairs. Prucha also discusses the acquisition and use of materials from the National Archives and outlines a guide to sources such as Indian newspapers. Perhaps the most useful feature of Prucha's bibliographies is his extensive index; the lists can be searched using the name of an individual, an institution, or an event.

15. The American South: A Historical Bibliography. Volumes I & II. Jessica S. Brown, editor. Santa Barbara, CA: ABC-Clio, Inc, 1986.

While not strictly a source on Native Americans, Seminole life and culture are part of Southern History and are well treated within this work. This publication by the historical reference service ABC-Clio includes over 8000 citations of resources covering the history of the American South and other specialized topics such as Images of the South and Southern Society, the Southern economy, and Southern Politics. An entire section in Volume II is devoted to Indians in Southern History. A search in the index under *Seminole* and *Seminole Wars* yielded several resources of potential use to a teacher or including several first hand accounts of veterans.

EDUCATIONAL RESOURCES specifically geared for the educator are easily accessed through the ERIC family of indexes, abstracts, and reports. These are available on the World Wide Web and can be accessed through the UT Library Online Web Page at **http://www.lib.utexas.edu** (select Indexes, Abstracts, and Full Text)

15. ERIC, an acronym for Education Resources Information Center, is the general term used for the government-sponsored service that indexes, abstracts, and publishes information on all aspects of education. ERIC information is available online through University of Texas as ERIC (OVID Online), but it can also be accessed through the two bound sources RIE (Resources in Education) and CIJE (Current Index to Journals in Education). Try using the subject headings *Seminole, Seminole Wars, Seminole Tribe, Osceola.*

16. A superb **JOURNAL**, the Florida Historical Quarterly, has published several favorably reviewed articles in recent years concerning the Seminole Wars and it continues to be a viable resource for students of the American Southeast. This periodical is the organ of the Florida Historical Association and it publishes articles that have undergone peer-review, therefore the conclusions of its featured authors have been judged sound by fellow historians. Regular perusal will allow the reader to learn about the latest issues researched on Florida and its peoples.

ONLINE RESOURCES give the student and teacher access to sources on the World Wide Web. Some web sites were found to have useful information and eye-catching graphics depicting the Seminole Wars, its battlefields, and heroes. They also all included bibliographies and links to other sources on the Seminole Wars.

17. "Florida Seminoles and the Florida War Web Page." [No Dates]. Available [online]: www.geocities.com/yosemite/1743/seminole.html [Accessed 7 October 1997].

Features narratives on the Seminole Wars written by historian Christopher D. Kimball. Kimball adds a new article every month (click on the title of the article for its full text) and the site features links to other Seminole web pages of interest. This site would be best used to get detailed descriptions of some of the battles and for profiles of the personalities involved. Many of these two to three page articles have been submitted to newspapers and are written on a level that should be accessible to the middle school student.

18. "The Seminole Tribe Web Page, History of the Seminole Wars." [No Dates]. Available [online]: www/seminoletribe.com/history [Accessed 7 October 1997].

Features a history section that describes the battles of the Seminole Wars, Profiles the Leaders of both sides, and has pictures of the major events. Good graphics. Try searching under the headings *Indian Removal, No Surrender!, Osceola and Abiaka, Survival in the Swamp,* and *The Council Oak* for more informative pages that focus

on particular events and personalities of the Seminole Wars. Click on ***Bibliography*** to get lists for books and materials recommended for the general public on this topic.

19. "Seminole Tribal Library System Web Page." [No Dates]. Available [online]: www.gate.net/~semtribe/library/library.html [Accessed 7 October 1997].

Describes the tribal library system that provides reading materials and other resources to Seminole reservations. Click on the graphics to view pictures of Osceola, Jumper and battle scenes from the Seminole Wars. Click on ***Bibliography*** to get lists of recommended books. Choose ***Branches*** for information on the address, hours, and phone numbers of all four branches in the tribal library system including those of the Willie Frank Memorial Library in Clewiston, Florida. While anyone can use the materials owned by the facility on-site, borrowing privileges are extended to tribal members only and interlibrary loan is not available.

STYLE MANUALS.

20. "Citing Electronic Information in History Papers." [11 September 1997]. Available [online]: www.people.memphis.edu/~mcrouse/elcite.html [7 October 1997].

Gives examples of how to cite online resources in history papers and adds fuel to the debate over exactly who should decide the citation format.

21. Turabian, Kate L. A Manual for Writers of Term Papers, Theses, and Dissertations.. Fifth Edition. Chicago: University of Chicago Press, 1987.

Classic work used most often in social science track courses. My favorite.

SEMINOLE WARS (1815-1900): A PATHFINDER

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The Seminole Wars were a century-long struggle between the Seminole Tribe and the United States over the rights of the Seminole to remain on their Florida lands. This pathfinder will help the Ahfachkee School 6th-8th grade student perform a BASIC SEARCH to find information on the events of and persons involved in the Seminole Wars. Students wanting more in-depth information and teachers may wish to continue with the ADVANCED SEARCH to locate more detailed and educational sources.

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To perfom a BASIC SEARCH, follow the steps marked by a •.
The ADVANCED SEARCH continues with steps indicated by a ••

• ENCYCLOPEDIAS are a great place to start. This way you can understand the basic chronology of the conflicts and identify some of the major personalities for later study. Suggested headings include: *Seminole*, *Seminole Wars*, and *Osceola*.

Dictionary of the Indian Tribes of the Americas. Vol. III. Newport Beach, CA: American Indian Publications, 1995.
Search under *Seminole*, pages 810-814, and check the extensive bibliography included in the *Seminole* article.

Ready Reference American Indians. Vol. III. Harvey Markowitz, consulting editor. Pasadena, CA: Salem Press, Inc: 1995.
Look under the heading *Seminole Wars*, pages 704-705, for a good summary of events. Other subject headings to search under include *Seminole; African-American/American Indian Relations; Bowlegs, Billy; Creek War; and Osceola*

• A HISTORICAL ATLAS will provide maps of the Seminole Wars.

Waldman, Carl and Molly Braun. Atlas of the North American Indian. New York: Facts on File, 1985.
This reference work features a very good summary of the Seminole Wars and maps of the major battles on pages 122-123.

• BIOGRAPHICAL SOURCES describe the people who took part in the wars.

Waldman, Carl. Who Was Who in Native American History: Indians and Non-Indians from Early Contacts through 1900. New York: Facts on File, 1990.
Look under the name of the Seminole or American military leader you are interested in learning more about. Some good choices are "Osceola," "Alligator," "Jumper," "Billy Bowlegs," "Major Frances Dade," and "General Duncan Clinch."

• LIBRARY CATALOG search your school or public library's catalog by the titles of books mentioned in bibliographies or under these Library of Congress subject headings:

Seminole Wars
Seminole War, 1st (2nd, or 3rd)
Indians of North America -- Seminole
Osceola
Bowlegs, Billy

• **INTERNET RESOURCES** include World Wide Web pages that have information on the Seminole Wars. Most have links to other sites on the web with information on the Seminole Tribe.

The Seminole Tribe Web Page, History of the Seminole Wars.
http://www/seminoletribe.com/history

Seminole Tribal Library System Web Page.
http://www.gate.net/~semtribe/library/library.html

Florida Seminoles and the Florida War Web Page
http://www.geocities.com/yosemite/1743/seminole.html

•• Sources that describe **RESEARCH METHODS**, or how to research efficiently, are particularly useful for more advanced searches.

Haas, Marilyn L. Indians of North America: Methods and Sources for Library Research. Hamden, CT: Library Professional Publications, 1983.
This resource describes how books on Native American history are arranged in a library and gives good tips on researching Native American topics.

•• **SUBJECT BIBLIOGRAPHIES** lead the researcher directly to scholarly books and articles written about the Seminole Wars and other Native American subjects.

Hirschfelder, Arlene B. Mary Gloyne Byler, Michael A. Dorris. Guide to Research on North American Indians. Chicago: American Library Association, 1983.
English-language sources on Native American peoples from across the United States and Canada are listed in this work. Check in the index under *Seminole*.

The American South: A Historical Bibliography. Volumes I & II. Jessica S. Brown, editor. Santa Barbara, CA: ABC-Clio, Inc, 1986.
An entire section in Volume II is devoted to Indians in Southern History. Search in the index under *Seminole* and *Seminole Wars* .

•• Teaching materials and other **EDUCATIONAL RESOURCES** specifically geared for the educator are easily accessed through the ERIC family of indexes, abstracts, and reports. These are available in print form and on the World Wide Web. The online version can be accessed through the UT Library Online Web Page at

http://www.lib.utexas.edu (select Indexes, Abstracts, and Full Text)

By now you should have information from a variety of sources on the Seminole Wars. If you need to request a book through Interlibrary Loan, ask your school or public librarian for assistance.

-- Jennifer M. Payne
October 8, 1997

Twentieth Century History of the Seminole Indians

A Pathfinder

Michelle L. Gonzales

LIS 382L.3 Roy

December 3, 1997

Twentieth Century History of the Seminole Indians

— A Pathfinder —

The Seminole Indians, a tribe descended from the Creeks, have lived in the Florida Everglades since the 1700s. During the Federal Indian removal efforts of the 1800s, many were driven from their native land into Oklahoma Indian Territory; a few remained hidden in the Everglades. From then on, the tribe was divided between two separate communities, one in Oklahoma and one in Florida. In the 1960s, a branch of the tribe split off to become the Miccosukee Tribe.

This pathfinder is designed to guide the user to information on the 20th century history of the Seminole and Miccosukee Indians. The client is Lee Zepeda, a high school instructor at the Ahfachkee School on the Big Cypress Seminole Reservation in Florida. Mr. Zepeda teaches students at the Alternative Education High School, one unit of Ahfachkee. The pathfinder is designed to help 9th-12th graders locate information in the political, cultural, social, and economic history of the Seminole and Miccosukee Indians in the 20th century. It aims to facilitate an introduction to the topic, as well as to provide guidance for further, more comprehensive research. Because the school is a member of the Four Directions Project, an initiative designed to increase the use of technology in Native American schools, it identifies electronic as well as print resources.

I began my search for information by reviewing entries on the Seminole Indians in several reference works, including Encyclopedia Americana, American Indians, and Native America in the Twentieth Century: An Encyclopedia. These sources identified the origins of the

tribe and key events in its history, and many included helpful bibliographies. They also suggested the following terms with which I searched for pertinent information:

- Indian, American or Indians of North America
- Seminole Indian(s)/tribe/nation
- Miccosukee/Micosukee/Mikasuki
- Five Civilized Tribes
- Florida or Oklahoma

Using these terms and the citations I obtained from bibliographies in the reference works, I searched the online public-access catalog of the University of Texas at Austin General Libraries, UTCAT, for books on the Seminoles and on Native Americans generally. This identified approximately 80 works owned by UT General Libraries; from this group I selected and reviewed those works whose titles suggested they might cover 20th century Seminole history. Finally, I conducted an Internet search using Alta Vista, HotBot, Yahoo!, and Excite. From the sources reviewed I selected those that answered one or more of the following questions:

- How have the demographics of the tribe changed, and why?
- How has the political situation of the tribe changed, and why?
- How has Seminole culture and lifestyle changed, and why?
- What major events in Seminole history have been noted?
- What is the condition of the Seminole tribe today?
- Where can I find more information on Seminole History?

Criteria for inclusion in the pathfinder were fourfold: depth of coverage, appropriateness for the audience, authority, and utility as a research guide. I sought sources that offered more than a few sentences on 20th century history but that written at a level appropriate for high school students. I did not include sources that were difficult to use (due to lack of an index, for example.) Also, I considered the author and/or the publisher of each work; I included only works by established authors or reliable publishing houses. Finally, I tried to include sources that provided bibliographies or suggestions for further reading.

Annotated Bibliography

Citation of sources follows the guidelines in MLA Handbook for Writers of Research Papers, 4th ed., by Joseph Gibaldi (New York: Modern Language Association of America, 1995.)

1
Academic American Encyclopedia. 22 vol. Danbury, CT: Grolier, 1997.

Academic American is a general encyclopedia designed for high school students. Under the heading "Indians, American," it contains a section on Indians in the 20th century that covers population, land holdings, government policy, the American Indian Movement, claims, self-government, and education. This section provides excellent background for studying the 20th century history of American Indians. Under "Indians, American: Federal Reservations," it contains a map and list of reservations by state (see Oklahoma and Florida). Under "Seminole" it contains a brief entry that focuses mainly on tribal origins and 19th c. history. Use the index to locate references to Seminoles in other entries.

2
American Indians. Ed. Harvey Markowitz. 3 v. Pasadena, CA: Salem Press, Inc., 1995.

This encyclopedia contains a 3-page entry on the Seminole tribe, covering topics such as culture area, language group, location, population size, tribal origins, culture, and history. The essay provides respectable coverage of 20th century events. It includes see also references and a brief bibliography.

3
The American South: A Historical Bibliography. 2 v. Ed. Jessica S. Brown. Santa Barbara, CA: ABC-Clio, 1986.

This lengthy bibliography covers many topics in Southern history. Volume II contains a section entitled "Indians in Southern History: The Twentieth Century," which contains eight references to articles and books about the Seminoles. Also, the Index contains entries under "Seminole Indians," "Seminole Wars," and "Miccosukee Indians."

4
Biographical Dictionary of Indians of the Americas. 2 v. Newport Beach, CA: American Indian Publishers, Inc., 1991.

Use the index to this biographical dictionary to locate entries on notable Seminoles and Miccosukees. Includes historical as well as modern day figures. Illustrated with photos and drawings. Includes an alphabetical list of entries as well as an index of entries by tribal affiliation.

5
Chronology of the American Indian; A Guide to Native Peoples of the Western Hemisphere. Newport Beach, CA: American Indian Publishers, Inc., 1994.

A detailed chronology covering notable events in Native American history from 25,000 BC to 1994. Use the index to locate events in Seminole history; look under "Seminole Indians" and "Five Civilized Tribes." Entries are generally a few sentences long, and reflect both gradual changes as well as discrete events. Strong coverage of the history of Indian-White relations.

6
Encyclopedia Americana. 30 vol. Danbury, CT: Grolier, 1991.

Americana is a general but scholarly adult encyclopedia. It contains a substantial chapter on American Indians that includes a discussion of Indian ways of life after European contact, and an inventory of government provisions for (and against) the Indian. It is a good source for an overview of themes, trends, issues, and events in the 20th century history of Native North America. (It also contains a brief entry on the Seminoles, which provides only a brief mention of the Seminoles today.)

7
Garbarino, Merwyn S. Big Cypress: A Changing Seminole Community. New York: Holt, Rinehart, and Winston, Inc., 1972.

A cultural anthropologist's report of his studies of the Seminole community on the Big Cypress Reservation. The author was interested primarily in the effects contact with outside society has had on Seminole lifestyle and culture. Specifically, he covers the changes following the introduction of the cattle industry and the development of a new political structure. Includes references and a list of recommended readings.

8
Handbook of North American Indians. Gen. ed. William C. Sturtevant. 20 v. Washington, D.C.: Smithsonian Institution, 1988.

An exhaustive, scholarly work, this multi-volume encyclopedia is arranged by culture area. Unfortunately, the volumes covering Seminole culture areas (Plains and Southeast) have not yet been published. Volume 4, "History of U.S.-Indian Relations," is a good source for information on 20th century Indian-White relations, but not for detailed information on the Seminole tribe. Success with this source requires extensive searching and use of the index.

9
Kersey, Harry A. "Seminoles and Miccosukees: A Century in Retrospective." In Indians of the Southeastern United States in the Late 20th Century. Ed. J. Anthony Paredes. Tuscaloosa, AL: University of Alabama Press, 1992.

This 18-page essay covers developments of the two tribes in the 20th century. Kersey discusses government relations and legislation, land claims, self-government, economics, education, and reservation life. It is authoritative and readable.

10
Kersey, Harry A. The Seminole and Miccosukee Tribes: A Critical Bibliography. Bloomington, IN: Indiana University Press, 1987.

A lengthy bibliographical essay that combines a narrative on Seminole history with a bibliography of works on various topics in Seminole studies. Three sections provide significant emphasis on 20th century Seminole history: "Withdrawal, Stabilization, and Re-emergence, 1858-1925;" "Reservations: The New Deal Through World War II, 1926-1956;" and "From Near-termination to Self-determination, 1857-1982." Includes lists of reading "for the beginner" and "for a basic library. The extensive bibliography notes works appropriate for secondary school students with an asterisk.

11
Klein, Barry T. Reference Encyclopedia of the American Indian. 7th ed. West Nyack, NY: Todd Publications, 1995.

A single-volume work on American Indians comprised of four main sections: (1) U.S. source listings (i.e., directory), (2) Canadian source listings, (3) bibliography, and (4) biographical sketches of notable people. Provides a wealth of current factual and directory information, such as lists of tribes, tribal councils, reservations, and Native American organizations. In sections arranged geographically, look for the Seminoles under Florida or Oklahoma. Use the subject index to the bibliography as a guide to further reading.

12
Native America in the Twentieth Century: An Encyclopedia. Ed. Mary B. Davis. New York: Garland Pub., 1994.

Contains a 3-page entry on the 20th century history of the Seminole tribe and a separate entry the Miccosukee tribe. Each entry covers culture, economy, politics, leadership, education, and allotment. Includes *see also* references and lists of further reading. There are also maps showing the locations of Seminole reservations on p. 405 and 547. The index can be used to locate additional references to the Seminoles; look under "Seminole," "Miccosukee," and "Five Civilized Tribes."

13
Native American Women: A Biographical Dictionary. Ed. Gretchen M. Bataille. New York: Garland, 1993.

Provides detailed biographical information on notable Native American women. Includes an index of entries by tribal affiliation. Listed under "Seminole" are Susan Billie, Betty Mae Jumper, and Laura Mae Osceola. Includes references.

14
The Native North American Almanac. Ed. Duane Champagne. Detroit, MI: Gale Research, Inc., 1994.

This topically-arranged almanac is best accessed through its index. Look under "Seminole," "Mikasuki," and "Five Civilized Tribes." Contains lengthy essays with bibliographical references on topics such as demography, language, law/legislation, administration, activism, environment, religion, health, education, and economy. There is an entry devoted to Seminoles under "Major Culture Areas." Includes chronology, glossary, bibliography, index, and illustrations.

15
Seminole Nation of Oklahoma. < http://www.cowboy.net/native/seminole > Online. Internet. November 16, 1997.

The official homepage of the Seminole Nation of Oklahoma presents a brief description of the current tribal government, religion, school system, geographical location, and population. It provides links to various agencies, departments, and projects. It does not yet contain any substantial historical information, but may later; the site is still under construction.

16
Seminole Tribe of Florida. < http://www.seminoletribe.com > Online. Internet. November 16, 1997.

As the official homepage of the Seminole Tribe of Florida, this site provides "information on tribal history, culture, backgrounds, and the entities that comprise the modern day Seminole Tribe of Florida." Includes links to Seminole history, culture, government services, economic development, business, upcoming events, news and media, and the tribal newspaper.

17
The Seminole Tribune. <http:/www.seminoletribe.com/tribune/index.html> Online. Internet. November 16, 1997.

The online version of the tribal newspaper, this site contains articles on current events and issues, as well as extracts from the 40th anniversary edition of the Tribune, which

contained lengthy articles on Seminole history. These articles provide extensive accounts of 20th century Seminole history from the perspective of the tribe itself.

18
Seminoles. < http://www.dos.state.fl.us/flafacts/seminole.html > Online. Internet. November 16, 1997.

A site maintained by the State of Florida, this page presents a brief history of the Seminoles, including origins, relocation, and reorganization. It outlines only major events in 20th century Seminole history, but does provide links to other sources of information on topics such as Seminole biography, tribal flags, Seminole Wars, and American Indians in Florida.

19
Statistical Record of Native North Americans. Ed. Martha A. Reddy. Detroit, MI: Gale, 1993.

Provides statistical information on all Native American tribes. Topics include history, demographics, the family, education, culture and tradition, health and health care, social and economic conditions, business and industry, land and water management, government relations, law and law enforcement. Contains 1980 census data as well as estimations of past and future conditions. Because each table is arranged differently, success in finding information on the Seminoles requires knowledge of various tribe names, locations, culture and language groups, reservation names, etc. Provides citations to original sources.

20
Waldman, Carl. Atlas of the North American Indian. New York: Facts on File, 1985.

A topically arranged encyclopedia. Chapter 7, "Contemporary Indians," discusses centralization, bureaucratization, removal, reservations, assimilation, allotment, tribal restoration and reorganization, termination, urbanization, self-determination, federal relations, social conditions, and cultural renewal. Appendices include a chronology and lists of tribes, reservations, museums, societies, villages, and archaeological sites. Use the index to locate specific references to Seminole, Miccosukee, and Five Civilized Tribes.

Sources Not Examined

1
Covington, James W. The Seminoles of Florida. Gainesville: University Press of Florida, 1993.

2
Kersey, Harry A. An Assumption of Sovereignty: Social and Political Transformation Among the Florida Seminoles, 1953-1979. Lincoln, NB: University of Nebraska Press, 1996.

3
Kersey, Harry A. The Florida Seminoles and the New Deal, 1933-1942. Boca Raton, FL: Atlantic University Press, 1989.

Twentieth Century History of the Seminole Indians
A Pathfinder[1]

The Seminole Indians, a Muskogean tribe descended from the Creeks, are natives of the Florida Everglades. During the federal Indian removal efforts of the 1800s, the tribe was divided in two, a small group remaining in Florida and the rest being driven into Oklahoma Indian Territory. Today there are three Seminole communities, the Oklahoma and Florida Seminoles and the Miccosukee, a tribe that branched away from the Seminoles in the 1960s. This pathfinder is designed to introduce 9th-12th grade students to the 20th century history of the Seminole and Miccosukee Indians, and to provide a starting point for further research.

When conducting a search in a library catalog, index, or on the Internet, use the following terms to locate information on the Seminole tribe:

Indian, American or Indians of North America – Florida or Oklahoma
Indian, American or Indians of North America – Twentieth Century
Seminole Indian(s)/tribe/nation
Miccosukee or Micosukee or Mikasuki
Five Civilized Tribes

Read a general essay on the Seminole Indians for background on tribal origins, culture, and history.

American Indians. Ed. Harvey Markowitz. 3 v. Pasadena, CA: Salem Press, Inc., 1995.
The 3-page entry on the Seminole tribe covers topics such as culture area, language group, location, population size, tribal origins, culture, and history.

Find an overview of 20th century events and issues in Native American history in one of the following general sources.

Academic American Encyclopedia. Danbury, CT: Grolier, 1997.
Under "Indians, American," read the section "Indians in the 20th century."

Encyclopedia Americana. Danbury, CT: Grolier, 1991.
Under "Indians, American: North American" read the section "Government provisions for and against the Indian."

Waldman, Carl. Atlas of the North American Indian. New York: Facts on File, 1985.
Read chapter 7, "Contemporary Indians," for a discussion of various 20th century issues, such as tribal restoration and reorganization, termination, urbanization, self-determination, federal relations, social conditions, and cultural renewal.

[1] By Michelle Gonzales, University of Texas – Austin, GSLIS, LIS 382L.3, Fall 1997.

Read essays on the 20th century history of the Seminole and Miccosukee Indians.

Kersey, Harry A. "Seminoles and Miccosukees: A Century in Retrospective." In Indians of the Southeastern United States in the Late 20th Century. Ed. J. Anthony Paredes. Tuscaloosa, AL: University of Alabama Press, 1992.

Covers 20th century government relations and legislation, land claims, self-government, economics, education, and reservation life.

Native America in the Twentieth Century: An Encyclopedia. Ed. Mary B. Davis. New York: Garland, 1994.

Read the entries for "Seminole" and "Miccosukee." Covers culture, economy, politics, leadership, education, and allotment. Use the index to locate additional references to the Seminoles.

Go to Seminole web sites on the Internet for historical information and a view of the Seminole tribe today.

Seminole Tribe of Florida. < http://www/seminoletribe.com >

The official homepage of the Seminole Tribe of Florida provides links to information on tribal history, culture, and government, economic development, and business.

The Seminole Tribune. <http:/www.seminoletribe.com/tribune/index.html>

Read the extracts from the 40th anniversary edition of the Tribune: they provide extensive accounts of 20th century Seminole history from the perspective of the tribe itself.

If you need more information, consult a bibliography on Seminole history, or look for articles in an index such as *America: History and Life.*

The American South: A Historical Bibliography. Ed. Jessica S. Brown. Santa Barbara, CA: ABC-Clio, 1986.

See the section entitled "Indians in Southern History: The Twentieth Century" for references to articles and books about the Seminoles.

Kersey, Harry A. The Seminole and Miccosukee Tribes: A Critical Bibliography. Bloomington, IN: Indiana University Press, 1987.

This book combines a narrative on Seminole history with citations to works on various topics. Read the three sections that cover the 20th century, then refer to the bibliography for the complete records of works cited in the text.

If you can't find what you need, consult a librarian. If your library doesn't own the materials you want, ask your librarian about inter-library loan.